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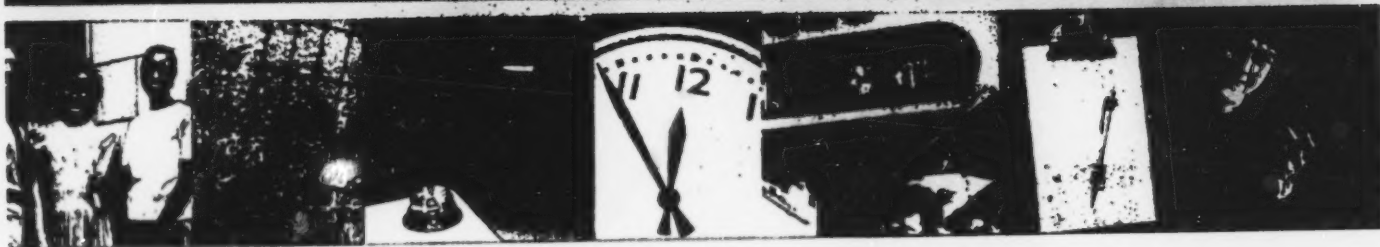
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ABSTRACT

At the heart of every good school is a good principal who provides the necessary leadership to create an effective learning environment. Measuring the condition of high school leadership is an important part of the agenda of the National Association of Secondary School Principals (NASSP). This survey is designed to add to a knowledge base about the high school principalship. The survey instrument used here was developed by the Milken Family Foundation to ascertain principal perceptions of various issues relating to teachers. Considering low student achievement, an achievement gap, high dropout rates, and the teacher shortage in this country, many high school principals recognize the need to be both manager and instructional leader. However, findings from this survey point out how difficult it is for them to assume both roles effectively, given the daily pressures of the principalship. For example, typical high school principals work more than 62 hours per week. Frequently cited roadblocks that interfere with principals' job effectiveness include the amount of time spent on administrative details, a general lack of time to do the job, apathetic or irresponsible parents, and new state guidelines and requirements. Two appendices contain the survey instrument used and survey results. (Contains 12 references.) (RT)

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Priorities and Barriers in High School Leadership:



A SURVEY OF PRINCIPALS

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PRINCIPALS

PRIORITIES AND BARRIERS IN HIGH SCHOOL LEADERSHIP:

A Survey of Principals

NATIONAL ASSOCIATION
OF SECONDARY SCHOOL
PRINCIPALS
promoting excellence in school leadership

Reston, Virginia



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NATIONAL ASSOCIATION
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Introduction

At the heart of every good school is a good principal. The principal provides the necessary leadership to create an effective learning environment. Without strong leadership, school climate suffers, good teachers become difficult to retain, and students fail to achieve consistently at the highest levels.

Measuring the condition of high school leadership, then, has become an important part of the agenda of the National Association of Secondary School Principals (NASSP). Approximately every 10 years, NASSP surveys high school principals about various characteristics of the profession in order to provide a description of the profession, in terms of the job-related tasks high school principals perform and characteristics of those currently performing the job. These surveys provide insight into specific aspects of the profession, such as teacher recruitment and retention, hurdles to effective high school leadership, and professional development, and offer a glimpse of where the profession stands and how well high school principals are equipped to deal with the immediate future.

This survey is the fourth in a series of national studies of the high school principalship dating back to the early 1960s (Hemphill et al., 1965; Byrne et al., 1978; Pellicer et al., 1988). Each survey has represented an attempt to build a knowledge base about the high school principalship by systematically gathering, organizing, and presenting a large amount of descriptive data. Efforts are made, where appropriate, to compare data with past surveys.

The current survey differs from previous efforts in that it was conducted by the Milken Family Foundation (MFF) in collaboration with NASSP. This survey instrument was developed by MFF to ascertain principal perceptions of various issues relating to teachers. NASSP seized the opportunity to collaborate with MFF in an effort to provide robust data for this decade's high school principal study.

The high school principal's role is changing. Not only does a high school principal have to be an effective manager, but also the leader of an instructional team. High school principals are increasingly called upon to be leaders of curricular change and innovative instructional strategies while they strive to implement accountability models for staff members and students.

Expectations have changed at the national, state, and local levels with new emphasis on standards and high-stakes testing. Policymakers and educational leaders have unveiled a series of measures to ensure schools are held accountable, through indicators of student achievement, to communities and taxpayers. Significant challenges persist against this backdrop of heightened expectations. Consider the following data:

- **Low Student Achievement:** In reading and math, students make more growth between grades 5 and 8 than they do during their high school years (NCES, 2000).
- **Achievement Gap:** Near the end of high school, the math and reading skills of African American and Latino students are virtually the same as those of White students in grade 8 (NCES, 1999).
- **High School Academic Achievement:** After decades of leading the world in high school completion, the United States currently ranks 17th (Education Trust, 2001). In mathematics and science, U.S. high school seniors rank 19th out of 21 nations (Haycock, 2001).
- **Dropout Rates:** Each year almost 1 of every 20 students leaves high school prior to graduation; 1 out of 30 Whites, 1 out of 20 African Americans, and 1 out of 10 Latinos drops out (NCES, 1999).

High school principals are increasingly called upon to be leaders of curricular change and innovative instructional strategies while they strive to implement accountability models for staff members and students.

- **Tracking:** The National Commission on the High School Senior Year calls tracking “the first cousin of low expectations.” Students in weaker tracks learn less because they are expected to do less. Research shows the positive impact of more rigorous coursework on work-bound students and students who enter as low achievers (Bottoms, 2001).
- **Senior Year as a Lost Opportunity:** Most 17-year-old students in the countries that participated in Third International Math and Science Study (TIMSS) are still studying mathematics. Fully one-third of seniors in the United States are not. U.S. seniors report spending fewer hours on homework than the international average for final year students. Fifty-five percent of all U.S. 12th graders report working three or more hours daily at a paid job—three times the international average (NCHSSY, 2001).
- **Teacher Shortage:** Teachers have a significant impact on student learning, yet the shortage of math and science teachers and the number of teachers teaching outside their content area means lower achievement for many students (AYPF, 2000). In every subject area, students in high-poverty high schools are more likely than other students to be taught by teachers who lack even a minor in their fields (NCTAF, 1996).
- **Lack of Academic Rigor:** Well over one-quarter of all students entering college (29%) require remediation in one or more subjects; 24% are required to take remedial mathematics courses; while 13% and 17%, respectively, are required to enroll in remedial reading and writing courses (NCHSSY, 2001).

To meet the challenges these data present, many high school principals recognize the need to wear both the manager and the instructional leader hats. Yet, findings from our survey point out how difficult it is for principals to assume both roles effectively, given the daily pressures of the principalship.

To establish the climate of the school building, facilitate the teaching and learning process, make data-driven decisions, and sustain professional development for the entire staff, the principal of today's high school must become familiar with a new set of skills to complement existing strengths. New demands on the high school principal require a more open and honest look at shared leadership, collaborative approaches, and new governance mechanisms.

Rising expectations, the standards movement, and assessment and accountability establish new measures by which schools are held accountable. Without qualified teachers and principals, significant improvement is impossible. The joint efforts of policymakers and the education community must focus on providing high school teachers and principals with quality training programs and professional development opportunities to help them address these formidable challenges.

Today's High School Principal

Design of Study

The Milken Family Foundation (MFF) in collaboration with the National Association of Secondary School Principals (NASSP) developed the MFF/NASSP Survey of Teacher Quality Issues to assess the role of the principal and the principal's attitudes toward issues of teacher quality. Survey items were developed by MFF with extensive input from NASSP as well as from principals in the field. The questionnaire asked respondents to report their attitudes, perceptions, opinions, and behaviors regarding various teacher quality issues as well as their role as principal.

A subset of 10,000 NASSP members was selected from NASSP's national database of high school and middle school principals. This subset included public school principals only, all urban and large-city principals, and a random sample of principals from rural schools. An eight-page survey was mailed to principals during the first week of November 2000 with a follow-up to nonrespondents sent in early January 2001.

Of the 4,756 responses overall, 3,359 were from high school principals. The responses represent all regions of the United States and the gender distribution of high school principals in the public schools. The response rate for this survey is higher than the rate of any other NASSP survey.

This report will focus solely on the high school principal respondents. We define a high school as any school that includes the 12th grade. Although the overall response rate on the survey was 47.6%, among high school principals it was 48.4% (see Table 1.1).

Table 1.1

Survey Respondents	In subset	Responses	Response rate
Total	10,000	4,756	47.6%
High School	6,944	3,359	48.4%
Middle School	3,056	1,397	45.7%

Rather than report findings for every response category, we will usually combine the extreme ends of the continuum. For example, on a scale from 1 to 5 where 5="very important" and 1="not important," we will indicate that there is a high level of importance based on the percent responding in category 4 and category 5. This method will hold true for the other end of the scale as well (low importance is measured by category 1 and category 2). Where there are interesting findings in the middle category, we will report these as well. We will present overall findings for each item; however, we will highlight relevant differences by gender and enrollment categories. These breakouts will be discussed within the context of the overall findings.

Characteristics of High School Leaders

In attempting to understand the high school principalship at the beginning of the 21st century, we must look at the demographic characteristics of those entering the profession and of the schools in which they are working. This section will provide an overview of principals in terms of gender, size of the schools they lead, years in the profession, and academic training.

The response rate for this survey is higher than the rate of any other NASSP survey.

The percent of women principals remained fairly constant from 1965 to 1988 (see Table 2.1).

Table 2.1
Distribution of Principals by Gender

	2000	1988	1978	1965
Female	20	12	7	10
Male	80	88	93	89

In 2000, nearly one in five respondents was a woman.

In 2000, nearly one in five respondents was a woman. The majority of respondents worked in either small schools with enrollments of fewer than 600 (39.3%) or in moderate size schools with enrollments ranging from 1,000 to 1,999 (30.7%) (see Table 2.2).

Table 2.2
School Enrollment

0-599	600-999	1,000-1,999	2,000+
39.3	20.3	30.7	9.7

This breakout is consistent with findings in 1988. It is interesting to note that women tended to lead the larger schools, while men were the leaders at smaller schools (see Table 2.3).

Table 2.3
Respondents' Gender and School Enrollment

	Female	Male
0-599 students	34.4	40.5
600-999 students	17.3	21.1
1,000-1,999 students	34.6	29.7
2,000 or more students	13.8	8.8

Roughly 40% of the men are principals in high schools with fewer than 600 students while only 34.4% of the women are in schools this size. At the other extreme, 8.8% of the men reported leading high schools with more than 2,000 students while 13.8% of women lead these larger schools.

As we see in Tables 2.4 and 2.5, the distribution of new to experienced principals appears to be consistent with principals in 1988, 1978, and 1965. The majority of respondents reported that they had been at their *current* school (see Table 2.4) for fewer than nine years (75%), which is fairly consistent with results in 1988 (70%), 1978 (76%), and 1965 (75%).

Table 2.4

Q8: How many years have you been the principal at your current school?

Number of years	2000	1987	1977	1965
1	13	15	12	16
2	14	13	13	14
3	10	10	11	12
4 to 5	17	15	19	18
6 to 8	20	17	21	15
Fewer than 9 years	75	70	76	75
9 to 11	11	11	11	9
12 to 14	6	8	6	5
15 to 17	4	6	NA	NA
18 or more	5	6	NA	NA

The high school principal population as a whole seems to be aging, given that a higher percentage of principals in 2000 reported having 15 or more years of experience as a principal than in the comparison years (see Table 2.5).

Table 2.5

Q9: How many total years have you been a principal?

Number of years	2000	1988	1978	1965
1	5	9	5	8
2 to 3	11	14	14	14
4 to 5	12	10	15	13
6 to 7	13	13	12	11
8 to 9	10	10	11	10
10 to 14	22	22	21	18
15 to 19	14	12	11	10
20 to 24	9	8	6	6
25 or more	6	3	4	9
More than 15 years	28	23	21	25

We also see that a significantly higher percentage of women than men have been principals for fewer than nine years (Table 2.6).

Table 2.6
Total Years as Principal by Gender

Number of years	Women	Men
1	7.2	4.4
2 to 3	15.0	9.4
4 to 5	14.6	11
6 to 7	16.3	11.9
8 to 9	12.4	9.6
Fewer than 9 years	65.5	46.3
10 to 14	23.2	21.2
15 to 19	7.5	15.1
20 to 24	2.9	10.6
25 or more	1	6.7

More than 65% of principals hold a master's degree as their highest degree earned...women principals are more likely than men to hold a doctoral degree. ...

This is not surprising given that a greater number of women are entering the profession (see Table 2.1).

Table 2.7 illustrates that slightly more high school principals are earning master's and doctoral degrees than in the past.

Table 2.7
Highest Degree Earned

Highest degree earned	2000	1988	1978	1965
Less than bachelor's degree	0	0	0	0
Bachelor's degree	1	1	1	10
Master's degree in education (M.Ed.)	24	15	12	35
Master's degree in educational administration	42	NA	NA	NA
Master's degree not in education	5	2	2	4
Specialist degree	16	16	9	6
Doctoral degree (Ph.D. or Ed.D.)	14	13	9	1

Twenty-four percent of respondents in 2000 indicated that the master's degree in education was their highest degree earned, compared to 15% in 1988 and 12% in 1978. Although the 2000 level is still not as high as in 1965 (35%), if the category is combined with the master's in educational administration, we see that more than 65% of principals hold a master's degree as their highest degree earned. It is interesting to note, as reported in Table 2.8, that female principals are more likely than male principals to hold a doctoral degree (18.1% compared to 12.9%). The leaders of larger schools are also more likely to have doctoral degrees (6.2% in schools with fewer than 600 students compared to 24.9% in schools with more than 2,000 students).

Table 2.8**Highest Degree Earned by Gender and Enrollment**

Highest degree earned	Women	Men	0-599	600-999	1,000-1,999	2,000+
Less than bachelor's degree	0	0	0	0	0	0
Bachelor's degree	0.9	0.7	1.4	0.4	0.4	0.3
Master's degree in ed. (M.Ed.)	24.1	23.5	23.7	22.4	24.2	23.7
Master's degree in ed. admin.	36.7	42.9	49.6	39.1	35.4	35.1
Master's degree not in ed.	5.2	4.4	4.4	3.2	4.9	6.8
Specialist degree	15.0	15.6	14.7	19.9	15.6	9.2
Doctoral degree (Ph.D. or Ed.D.)	18.1	12.9	6.2	15.0	19.5	24.9

Principals place the most importance on establishing a learning climate at their school....

Role of the Principal

We asked a series of questions to better understand what aspect of the principals' job was most important, how they delegated responsibility, how their time was spent, where they needed additional training, in what areas they needed additional help, how satisfied they were with aspects of their job, and how aligned their work was with their education training.

Results reported in Table 3.1 indicate that principals place the most importance on establishing a learning climate at their school (64.7% gave a 6 or 7 ranking). The principals placed the next most importance on dealing with personnel issues such as the hiring and firing of teachers and teacher evaluations. Nearly half of the respondents ranked this role as 6 or 7. Next, and closely aligned with establishing a learning climate, is curricular leadership (42.1% indicating 6 or 7). These roles were followed by operational management (25.2%), student services (16.0%), strategic planning (14.8%), and community relations (8.9%).

Women and men report somewhat different levels of importance on these items (see Table 3.1a). The highest ranking issue for both groups was establishing a learning climate. Women

Table 3.1

Q14: Using a scale from 1-7, with 1 being most important, please rank the following roles of the principal in importance based on your experience:

NOTE: For analysis purposes, this item was recoded where 1=Least important and 7=Most important. The results presented in this table reflect the recoded data.

Role	Percent indicating item as very important or most important (6 or 7)	Mean
Establish learning climate	64.7	5.67
Personnel (hiring, firing, evaluation)	49.7	5.04
Curricular leadership	42.1	4.86
Operational management	25.2	3.75
Student services	16.0	3.49
Strategic planning	14.8	3.25
Community relations	8.9	2.84

ranked curricular leadership as the second most important principal role while men ranked personnel as the second most important aspect of their job. A gender difference is also seen on the ranking of operational management. Roughly a quarter of men felt it was a very important role of the principal (27.5% indicating 6 or 7), while only 15.2% of women indicated it was very important.

Table 3.1a

Principal's Role	Percent indicating very important or most important (6 or 7)		Mean	
	Women	Men	Women	Men
Establish learning climate	67.8	64.0	5.75	5.65
Curricular leadership	46.4	41.2	5.06	4.81
Personnel	44.8	50.9	4.89	5.07
Strategic planning	16.2	14.5	3.36	3.22
Student services	16.2	15.9	3.53	3.48
Operational management	15.2	27.5	3.16	3.89
Community relations	8.2	9.1	2.82	2.85

Women ranked curricular leadership as the second most important principal role while men ranked personnel as the second most important aspect of their job.

To better understand what aspects of the principal's job are delegated compared to what the principal has full responsibility for, we asked respondents to indicate their level of involve-

Table 3.2

Q15: To what extent are you involved in the following tasks at your school?

Task	Full responsibility: Personally perform task	Full responsibility: Delegate task with management oversight	Shared responsibility: Share task with others	Other is responsible: Principal assists	Other is responsible: Task performed by others, no principal oversight
Teacher evaluation	55.5	12.8	30.1	1.3	0.3
Budgets	40.5	24.8	22.2	8.2	4.2
Dealing with parent issues	26.4	28.1	43.8	1.6	0.2
Community relations	20.2	26.9	49.1	3.4	0.5
Discipline	19.6	24.4	32.3	22.2	1.5
School safety	16.7	35.9	40.6	6.4	0.3
Facilities management	14.9	34	37.6	12.1	1.4
Program evaluation	14.9	31.6	47.2	5.7	0.6
Strategic planning	13.7	25	51.1	8.5	1.7
Professional development	10.2	26.4	51.7	10.3	1.5
Curriculum development	9.7	27.9	49.3	11.3	1.7
Student assessment	3.6	22.9	44.2	22.1	7.3
Lesson demonstrations	3.8	8.9	28.5	31.1	27.8

ment in various tasks. As Table 3.2 illustrates, the majority of high school principals (55.5%) reported being fully responsible for and personally performing the task of evaluating teachers.

These results are consistent with the finding that principals in general do not delegate teacher evaluation responsibilities to anyone other than to the assistant or vice principal, as illustrated in Table 3.3. It should be noted that local union regulations sometimes prevent principals from delegating teacher evaluation responsibilities to other teachers.

Table 3.3

Q27: How often do you delegate teacher evaluation responsibilities to the following colleagues at your school?

	Percent indicating rarely or never (1 or 2)	Percent indicating frequently (4 or 5)
Senior level teachers	93.6	2.3
Department head	81.1	11.1
Other administrator	69.0	15.5
Assistant/Vice principal	28.3	60.6

Just more than 40% of principals indicated that they were fully responsible for and personally performed the task of budgeting. Another 25% indicated that they are fully responsible for budgets at their school yet delegate the task with management oversight. More than half of the respondents indicated that they are fully responsible (either personally performing task or having management oversight) for dealing with parent issues (54.5%) and school safety (52.6%).

In general, the only task that principals consistently indicated that they were not responsible for was lesson demonstrations. Roughly 28% indicated that others performed the task with no principal oversight, while another 31% indicated that they assisted in the task but other people were ultimately responsible. Approximately half of the respondents indicated that they share the responsibility of professional development (51.7%), strategic planning (51.1%), curriculum development (49.3%), and community relations (49.1%).

Although there are differences in the extent to which men and women reported being involved with various aspects of their job, no clear pattern emerges to explain these differences. For example, although women were more likely to be fully responsible for curriculum development and lesson demonstrations than men, they also were more likely to be fully responsible for their school budgets.

A more consistent pattern emerges relating to the size of a school. Principals in schools with fewer than 600 students were most likely to be fully responsible for virtually all aspects of their job. The three exceptions were budgets, strategic planning, and community relations. Principals of the largest schools (enrollment of 1,000 or more) were most likely to be fully responsible for these three aspects of the job.

The findings reported in Table 3.2 are interesting when compared to the findings in Table 3.1. Although establishing a learning climate and curricular leadership are reported as being two of the three most important roles of the principal, the tasks associated with these roles are often delegated to other people at the school. For example, nearly 80% of high school principals reported delegating the following tasks with management oversight or sharing the

Although establishing a learning climate and curricular leadership are reported as being two of the three most important roles of the principal, the tasks associated with these roles are often delegated to other people at the school.

There is not enough time to do everything that needs to be done...

tasks with others: program evaluation (78.8%), professional development (78.1%), and curriculum development (77.2%). The importance principals placed on personnel issues is consistent with teacher evaluation being the primary task personally performed by the principal. Budgeting, though primarily performed by the principal, is deemed less important given that only 25.2% indicated it was a 6 or 7 ranking in terms of role importance.

The results of this survey confirm what is commonly said about the job of a high school principal: there is not enough time to do everything that needs to be done (see Table 3.4). Indeed, taken as an average, high school principals reported committing more than 62 hours a week to the activities we asked about. Women tend to spend more time on average per week on the activities we listed than do men (70 hours per week compared to 61 hours per week). Enrollment does not seem to affect the average number of hours spent by principals on these various activities. And arguably, this list was not inclusive of everything that a high school principal is expected to do.

Principals reported spending the most time per week on community-related tasks and on discipline. We do not know if this allocation of time is a result of the principal's choice or if situations arise in these areas and warrant principals spending their time working on them.

Table 3.4

Q16: How many hours during a typical week do you spend on the following duties of your job? (recalculated)

Activity	Avg. number of hours per week: All high school principals	Percent indicating "More than 11 hrs/wk": All high school principals	Avg. number of hours per week: Women	Avg. number of hours per week: Men	Avg. number of hours per week: Enrollment 0-599	Avg. number of hours per week: Enrollment 600-999	Avg. number of hours per week: Enrollment 1,000-1,999	Avg. number of hours per week: Enrollment 2,000+
Dealing with parent issues	7.64	20.9	8.39	7.48	7.43	7.54	7.98	7.93
Discipline	6.77	20.2	7.00	6.73	8.67	6.35	5.35	4.45
Community relations	6.12	14.3	6.68	5.99	5.47	6.08	6.69	7.03
Facilities management	5.86	13.3	5.53	5.96	6.16	6.28	5.50	4.92
Teacher evaluation	5.15	7.9	5.80	4.98	4.77	5.27	5.46	5.48
Program evaluation	4.85	7.2	5.40	4.72	4.48	5.20	5.01	5.16
School safety	4.64	9.3	5.30	4.49	4.28	4.66	5.02	5.03
Curriculum development	4.35	6.2	5.29	4.12	4.22	4.52	4.37	4.29
Budgets	4.16	6.3	4.91	3.98	3.60	4.37	4.50	4.87
Strategic planning	3.96	6.1	4.79	3.79	3.54	3.91	4.35	4.76
Professional development	3.82	4.2	4.81	3.59	3.47	3.79	4.20	4.06
Student assessment	3.62	4.2	4.34	3.45	3.38	3.89	3.71	3.81
Lesson demonstration	1.26	0.7	1.44	1.23	1.30	1.27	1.22	1.25
TOTAL AVERAGE HOURS	62.21		69.67	60.51	60.77	63.13	63.37	63.02

On average, high school principals reported spending 8 hours a week dealing with parents (21% reported spending more than 11 hours per week), 7 hours a week on discipline (20% reported spending more than 11 hours per week) and 6 hours a week focusing on community relations (14% reported spending more than 11 hours per week).

The data suggest that facilities or management issues also take much of the principal's time. Principals report spending about 6 hours a week on facilities management and 4 hours a week on budgets. Instructional leadership activities such as teacher evaluation (5.2 hours per week), program evaluation (4.9 hours per week), curriculum development (4.4 hours per week), and professional development (3.8 hours per week) are also time-consuming activities.

Men and women do not differ in how they spend their time in terms of priority of activities; however, women spend more time on each particular duty per week. Although there is not much variance in the overall average number of hours that principals of various sized high schools spend on duties, there are differences in how that time is spent. For example, high school principals in schools with fewer than 600 students report spending nearly nine hours per week dealing with discipline issues (Table 3.4). This is roughly twice the amount of time that principals in schools more than 2,000 students reported spending on discipline. One explanation might be that principals at larger schools may be more likely to delegate discipline duties to a vice principal (Table 3.2). In fact, these findings are consistent with the earlier finding that smaller school principals are fully responsible for most aspects of their job.

Although high school principals report that establishing a learning climate and curricular leadership are among the most important aspects of their role as principal, they spend less time doing curricular or learning tasks during a typical week than they spend with community or discipline-related issues. Again, the way that principals spend their time during a typical week may not accurately represent the priorities they place on particular aspects of their job. Rather, depending on school size, they may be required to spend their time dealing with the most urgent issues that often seem to relate to discipline and parent issues.

High school principals in our survey perceive themselves as a capable group in the context of the "traditional" model of the principalship. In general, few believe that they need significant additional training in various areas to do their job more effectively. As seen in Table 3.5, more than half indicated that they needed little to no training (responded with a 1 or 2 on a scale where 1="do not need" and 5="need very much") in discipline (73.4%), facilities management (69%), dealing with parent issues (64.9%), lesson demonstrations (64.7%), budgets (55.7%), teacher evaluations (53.8%), community relations (52.2%), or school safety (50.9%).

Nearly half of the respondents felt that they "needed somewhat" (responded 3) additional training in the areas most closely linked to instructional leadership such as strategic planning (45.8%), student assessment (46.4%), professional development (48.6%), program evaluation (49.9%), and curriculum development (51.7%). Men and women are generally consistent in their reporting of this item; high school principals in schools with enrollments of fewer than 600 students tend to report slightly more need for additional training in most areas listed.

Table 3.5

Q17: To what extent do you need additional training in the following areas to do your job more effectively?

Activity	Percent indicating need very much (4 or 5)	Percent indicating need somewhat (3)	Percent indicating do not need much or at all (1 or 2)
Discipline	5.0	21.6	73.4
Facilities management	4.4	26.7	69.0
Dealing with parent issues	6.9	28.2	64.9
Lesson demonstrations	7.4	27.9	64.7
Budgets	11.8	32.6	55.7
Teacher evaluation	7.4	38.8	53.8
Community relations	7.9	39.9	52.2
School safety	7.7	41.4	50.9
Strategic planning	17.0	45.8	37.3
Student assessment	16.7	46.4	36.4
Professional development	17.0	48.6	34.5
Program evaluation	17.8	49.9	32.2
Curriculum development	18.1	51.7	30.1

Similarly, high school principals indicated that they need little additional staff assistance to do the various aspects of their job. As seen in Table 3.6, principals did not report needing help in the areas of budgets (62.5% indicated 1 or 2), dealing with parent issues (54.7%) and lesson demonstrations (50%). The most help seems to be needed in the area of instructional leadership, but even then, the percentages are not overwhelmingly high. About one-third of principals indicated that they did need extra help in the areas of curriculum development (33.6% reporting 4 or 5), teacher evaluation (28.6%), and professional development (28%).

In general, women tend to report needing more help than men; however, the difference is only by a few percentage points. One exception is curriculum development. For this item, slightly more men reported needing help (indicating 4 or 5) than did women. Consistently, principals of schools with more than 2,000 students indicated that they needed somewhat more help in all aspects of their job than did high school leaders of smaller schools.

Table 3.6

Q18: To what extent do you need additional help (staff) to do the following aspects of your job?

Activity	Percent indicating do not need much or at all (1 or 2)	Percent indicating need very much (4 or 5)
Budgets	62.5	10.0
Dealing with parent issues	54.7	12.5
Lesson demonstrations	50.0	18.0
Facilities management	47.9	17.8
School safety	46.5	15.9
Community relations	46.2	14.6
Discipline	44.2	25.1
Strategic planning	37.5	21.8
Teacher evaluation	36.5	28.6
Student assessment	32.6	24.8
Program evaluation	31.0	23.0
Professional development	29.3	28.0
Curriculum development	23.2	33.6

Principals who are comfortable delegating teacher evaluation responsibilities to senior level teachers: 23.3%.

It is interesting to note that although 28% of principals indicated that they needed help with teacher evaluations (responding with 4 or 5), we know that they are not comfortable delegating this responsibility to anyone other than the assistant or vice principal, or that it may not be possible for them to do so due to teachers union regulations (see Table 3.7).

Table 3.7

Q26: To what extent would you feel comfortable delegating teacher evaluation responsibilities to the following colleagues at your school?

Colleague	Percent indicating comfortable or very comfortable (4 or 5)
Assistant/vice principal	82.9
Other administrator	53.2
Department head	37.0
Senior level teachers	23.3

And although they may be comfortable with delegating teacher evaluation to the assistant or vice principal (82.9% indicating 4 or 5), they do so less frequently (60.6% indicating 4 or 5). Certainly they are not comfortable delegating this task to their department heads (37% indicating 4 or 5) or to senior teachers (23.2% indicating 4 or 5). Not surprisingly, they rarely delegate to a teacher whether it be a department head (11.1%) or a senior level teacher (2.3%), again, perhaps because of teachers union contracts and other restrictions.

Women report being equally uncomfortable or comfortable delegating teacher evaluation responsibilities to the groups listed as men; however, women consistently indicate that they are more likely to actually delegate teacher evaluation responsibilities than men. Not surprisingly, high school principals in larger schools are more likely than principals in smaller schools to indicate that they feel comfortable delegating teacher evaluation responsibilities to their vice/assistant principals, other administrators, department heads, or senior level teachers. However, the difference in what they actually do is quite stark. While roughly 90% of high school principals in schools with enrollments over 1,000 report frequently delegating teacher evaluation responsibilities to their vice/assistant principal, only 24.5% of principals in schools with fewer than 600 students report doing so. This is most likely explained by the fact that smaller schools often do not have vice/assistant principals or other administrators to whom these tasks might be delegated.

High school principals are only moderately satisfied with various aspects of their job....

The results of the survey suggest that high school principals are only moderately satisfied with various aspects of their job that were listed in the survey. Certainly, principals may have indicated more or less satisfaction with aspects of their job that were not included in this survey. Table 3.8 indicates that the only two aspects of the job with which a majority of principals indicated they were very satisfied (indicating 4 or 5) were community relations (51.7%) and teacher evaluations (50.3%). For the most part, high school principals were somewhat satisfied with all aspects of their job, but not very satisfied. Women reported being slightly more satisfied with each aspect of their job than did men, with the exception of three areas: facilities management, budgets, and school safety.

Table 3.8

Q19: To what extent do you find satisfaction in the following aspects of your job?

Activity	Percent indicating a lot of satisfaction (4 or 5)
Community relations	51.7
Teacher evaluation	50.3
Professional development	47.4
Curriculum development	45.1
Program evaluation	40.0
Dealing with parent issues	37.6
Strategic planning	36.7
School safety	34.6
Student assessment	33.3
Facilities management	25.5
Discipline	22.9
Budgets	20.8
Lesson demonstrations	18.8

We asked the principals how their training in education (e.g. teacher education, administrative credentials) helped them perform the various aspects of their job. Overall, high school principals found their training moderately helpful in the daily aspects of their job (see Table 3.9).

The two exceptions were school safety and parent issues, for which just over half of the respondents indicated that their training had really *not* helped them (52.3% and 50.4%, respectively, indicated 1 or 2).

The aspect of the job for which the greatest percentage of respondents indicated their training was helpful (45.2% indicated 4 or 5) was in the area of teacher evaluation. The remaining results ranged greatly. The lack of agreement in the effectiveness of principal training raises a red flag that education administration and other credential programs need to align their curriculum more closely with the realities of the high school principal position. Similar to the pattern of results with the satisfaction items, women principals reported that their training was more relevant to their job than did men. The two exceptions were in the areas of facilities management and budgets, where slightly more men than women indicated that their education training was relevant.

The lack of agreement in the effectiveness of principal training raises a red flag that education administration and other credential programs need to align their curriculum more closely with the realities of the high school principal position.

Table 3.9

Q20: To what extent has your training in education (teacher education, administrative credential) helped to do the following aspects of your job?

Activity	Percent indicating helped very much (4 or 5)	Percent indicating helped somewhat (3)	Percent indicating little or no help (1 or 2)
School safety	14.2	33.5	52.3
Dealing with parent issues	14.5	35.1	50.4
Facilities management	15.3	34.8	49.9
Strategic planning	16.0	36.9	47.1
Budgets	16.6	36.3	47.1
Discipline	17.8	36.1	46.1
Lesson demonstrations	24.0	36.3	39.8
Community relations	17.8	43.2	39.1
Program evaluation	20.0	44.3	35.6
Professional development	21.9	43.4	34.6
Student assessment	20.4	45.4	34.2
Curriculum-development	29.4	46.3	24.3
Teacher evaluation	45.2	37.3	17.4

High school principals feel supported by their various constituencies. The results in Table 3.10 illustrate that a majority of principals believe their teaching staff is very supportive of them (85.7% indicating 4 or 5). The high school principals also feel strong support from their district administration (79.1%), parents (72.7%), and the business community (60.5%). Men reported feeling more support from all groups than did women, while principals of smaller schools (enrollment less than 600) felt more support than other principals. The one exception was support from parents: as enrollment increased so did the reported degree of parental support.

Table 3.10

Q21: To what extent do you have the support of the following groups in your school community?

Group	Percent indicating supportive or very supportive (4 or 5)
Teaching staff	85.7
District administration	79.1
Parents	72.7
Business community	60.5

We asked whether principals felt that they should spend time in the classroom actually teaching the students. The majority of respondents agreed that being a guest lecturer up to five times a year would be good (see Table 3.11); however, there was less agreement that principals should teach a full course each year (40.4% indicated 3 or 4, with 4 indicating the strongest agreement).

Table 3.11

Q22: To what extent do you agree that principals should do the following?

Activity	Percent indicating low agreement (1 or 2)
Guest lecture in classes 1-2 times each semester	78.7
Guest lecture 3-5 times each semester	67.6
Teach a course each year	40.4

Q23: Do you have time in your current job to:

Activity	yes
Guest lecture in classes 1-2 times each semester	74.3
Guest lecture 3-5 times each semester	41.7
Teach a course each year	7.3

Further, only 7.3% of principals said they have time to teach a full course each year; while 41.7% indicated they had time to guest lecture three to five times each semester and 74.3% reported that they had time to guest lecture in classes one to two times each semester. Although men and women do not differ in whether they feel guest lecturing or teaching a course would be beneficial, they do differ in their response regarding whether or not they have time to participate in such an activity. Women are less likely than men to report having the time to guest lecture or to teach a course. This finding is supported by the results in Table 3.4 indicating that women spend nearly 10 more hours per week than men on school duties.

The larger the school the more likely the principal was to report agreeing that principals should teach or guest lecture. However, in terms of indicating that they had time to do such instruction, the relationship reversed. More principals in smaller schools reported having the time to teach than did principals in the larger high schools.

Measures of Success

Public policy often dictates appropriate measures to determine the success of a school. However, these policies are not always consistent with what principals in the field deem to be important. We asked principals to rate how important they felt various measures were in terms of determining their own school's success. Table 3.12 indicates that more than 80% of high school principals believe that teacher skills and performance (94.3%), climate among teachers and administrators (91.2%), quality of candidates for teacher openings (89.5%), and parent satisfaction (80.1%) are important measures of success (indicated 4 or 5). Gains in standardized student test scores and actual standardized student test scores were less important to principals in terms of measures of success than some of the other choices (60.8% and 51.2% respectively). This is particularly interesting given the recent national attention placed on testing.

Gains in standardized student test scores and actual standardized student test scores were less important to principals in terms of measures of success than some of the other choices....

Table 3.12

Q24: Please indicate how important each of the following are in measuring the success of your school.

Criterion	Percent indicating important or very important (4 or 5)
Teacher skills and performance	94.3
Climate among teachers and administrators	91.2
Quality of candidates for teacher openings	89.5
Parent satisfaction	80.1
Teacher satisfaction	72.0
Autonomy to make decisions impacting the school	70.1
Level of parent involvement	65.6
Gains in standardized student test score	60.8
Standardized student test scores	51.2
Awards and recognition	42.2
Receipt of grants	29.4

Table 3.12 (continued)

Q24a. Of the indicators of success listed above, which are the two *most* important? (Select *only* two.)

Criterion	Marked	Not marked
Teacher skills and performance	56.6	43.4
Climate among teachers and administrators	34.4	65.6
Gains in standardized student test score	25.2	74.8
Standardized student test scores	16.7	83.3
Parent satisfaction	14.9	85.1
Quality of candidates for teacher openings	12.7	87.3
Autonomy to make decisions impacting the school	12.1	87.9
Teacher satisfaction	11.5	88.5
Level of parent involvement	9.6	90.4
Awards and recognition	1.8	98.2
Receipt of grants	0.6	99.4

Men and women are consistent in the order in which they place priority on various measures of success; however, women are more likely than men to report that each item is important. Similarly, high school principals in larger schools (enrollment more than 1,000 students) are more likely to report that each measure of success is very important than are principals in schools with fewer than 1,000 students.

Table 3.13

Q25: To what extent are each of the following an impediment in doing your job as principal?

Impeding Factor	Percent indicating impediment or very much an impediment (4 or 5)	Percent indicating somewhat an impediment (3)	Percent indicating little or no impediment (1 or 2)
Time	70.3	25.8	4.0
Paperwork	69.0	23.8	7.3
Financial resources	50.8	36.6	12.6
Quality of teachers	34.4	40.2	25.4
Burnout	28.5	30.3	41.2
Student discipline	19.4	33.8	46.9
Lack of budgetary authority	18.5	34.4	47
Lack of autonomy	14.1	32.5	53.3
Lack of district support	12.0	19.5	68.5
Lack of community support	8.3	24.6	67.1

There is less agreement regarding the *most* important indicators of success. When we asked respondents to mark the two most important measures of success, 56.6% marked "teacher skills and performance," while the remaining items ranged from 34.4% indicating yes ("climate among teachers and administrators") to 0.6 % indicating yes ("receipt of grants").

Impediments

When asked to what extent various aspects of the principalship impeded their performance, principals identified time and paperwork as the greatest obstacles (see Table 3.13).

Seventy percent of respondents indicated that paperwork was very much an impediment (indicating 4 or 5), while 69% indicated that time was very much an impediment (indicating 4 or 5). Just over half the respondents (50.8%) indicated that financial resources were an impediment to doing their job. A majority of respondents also indicated that several issues were not at all an impediment: lack of district support (68.5% indicated 1 or 2), lack of community support (67.1% indicated 1 or 2), or lack of autonomy (53.3% indicated 1 or 2).

The respondents were less consistent on other items where responses varied across the items. Although time is clearly a challenge for high school principals, the respondents were hesitant to ask for help (as demonstrated in Table 3.6). It is also interesting that only about one-third of principals felt that the quality of teachers was an impediment (34.4% indicated 4 or 5), especially in light of the results reported in the next section.

Women were more likely than men to indicate that each item was very much an impediment with the exception of lack of budgetary autonomy, student discipline, and burnout. Although there is variation among principals at different size schools in terms of the degree to which they agreed that each item was an impediment, no clear pattern emerged to explain these slight differences.

When asked to what extent various aspects of the principalship impeded their performance, principals identified time and paperwork as the greatest obstacles....

Teacher Hiring

We have been warned of the impending teacher shortage. Enrollments are increasing and more teachers are reaching retirement age. As a result, principals must focus a great deal of attention on staffing their schools. We asked high school principals to give us their perceptions of the quality and quantity of teacher candidates in the past and the present, and what they expect for the future.

Table 4.1

Q28: How would you rate the *quality* of teacher applicants to your school?

Applicants	Percent indicating good or excellent (4 or 5)	Percent indicating moderate (3)	Percent indicating poor or somewhat poor (1 or 2)
In the past five years?	44.9	46.4	8.7
In the past year?	39.8	45.2	14.9
Expected over the next five years?	25.4	41.9	32.8

Table 4.1 (continued)

Q29: How would you rate the *quantity* of teacher applicants to your school?

Applicants	Percent indicating enough or more than enough to meet needs (4 or 5)	Percent indicating about the number needed (3)	Percent indicating not enough to meet needs (1 or 2)
In the past five years?	19.8	43.7	36.5
In the past year?	13.6	28.2	58.2
Expected over the next five years?	8.3	16.1	75.6

Principals have seen a decline in both the quality and quantity of candidates and do not expect this trend to change in the next five years.

Table 4.1 indicates that principals have seen a decline in both the quality and quantity of candidates and do not expect this trend to change in the next five years. Less than half of the respondents felt that the quality of teacher candidates (indicating 4 or 5) was excellent in the past five years, is currently excellent, or will be excellent over the next five years. A significant percentage of respondents felt that the quality of candidates has been, and will be, moderate.

These results become more discouraging when we see that 58.2% (indicating 1 or 2) of respondents feel that the number of candidates is currently not enough to meet their school needs; more than three-fourths of respondents expect that there will not be enough teachers to meet their school needs during the next five years. These results signal an urgent need to work toward improving the teaching profession to attract not just more candidates to the field, but more high-quality candidates.

Men consistently were more optimistic than women in terms of the quality and quantity of teachers both in the past and in the future. Those principals who lead smaller schools were less optimistic than those at larger schools with regard to teacher quality and quantity.

Table 4.2

Q30: To what extent do you agree with the following statements?

Statement	Percent indicating agree strongly or agree somewhat (3 or 4)
Teacher education programs are the best source for finding quality teacher candidates.	82.2
In general, uncertified teachers are less effective than certified teachers are.	66.5
I would feel comfortable hiring teachers who came from other professions.	65.5
Teacher education programs provide the necessary training that new teachers need in the classroom.	59.4
I would feel comfortable hiring teachers with alternative certification at my school.	55.6
Alternative certification programs provide the necessary training that new teachers need in the classroom.	35.2

We asked principals to indicate their level of agreement regarding teacher preparation issues. Responses presented in Table 4.2 suggest that high school principals are somewhat contradictory in their feelings. They agree that teacher education programs are the best source for finding quality teacher candidates; that, in general, uncertified teachers are less effective than certified teachers; and that teacher education programs provide the necessary training that new teachers need in the classroom. Yet, a majority of respondents also agreed that they would feel comfortable hiring teachers who came from other professions or with alternative certifications, although only 35.2% indicated that alternative certification programs provide the necessary training that new teachers need in the classroom.

Some of these contradictions may be explained by the differences in responses from women and men. Although on many issues the genders do not differ, more men than women (60% indicating 3 or 4 compared to 56.7%) agreed with the notion that teacher education programs provide the necessary training that new teachers need and that, in general, uncertified teachers are less effective than certified teachers (68.4% of men indicating 3 or 4 compared to 58.5% of women). Further, more women than men agreed that they were comfortable hiring teachers with alternative certification (58.6% indicating 3 or 4 compared to 54.8%).

Table 4.3

Q31: When you bring a teacher candidate to your school for an interview, how much importance do you place on the following?

Criterion	Percent indicating strong importance (4 or 5)
Communication abilities	95.2
One-on-one interview	82.4
Interview with a group of teachers/administrators	69.4
Teaching experience	67.8
Resume	52.2
Undergraduate major	49.3
Portfolio	48.5
Letters of recommendation	45.1
Collaborative experience	44.6
Academic achievements	41.0
Teacher education grades	39.2
Quality of teacher education program from which candidate graduated	35.0
Quality of undergraduate program from which candidate graduated	32.0
Undergraduate grades	31.6
Demonstration lesson	22.5

The majority of high school principals agreed that communications abilities (95.2% indicated 4 or 5), and the one-on-one interview (82.4% indicated 4 or 5) are the most important aspects of the interview process.

Survey results reveal the priorities principals place on teacher candidates during the hiring process (see Table 4.3). The majority of high school principals agreed that communications abilities (95.2% indicated 4 or 5), and the one-on-one interview (82.4% indicated 4 or 5) are the most important aspects of the interview process. More than half also agreed that the interview with a group of teachers and/or administrators, prior teaching experience, and the résumé were very important.

Of less importance to high school principals were the candidate's demonstration lesson, undergraduate grades, quality of the candidate's undergraduate program, quality of the teacher education program from which the candidate graduated, and teacher education grades.

As with other items, women in general reported placing more importance on all items dealing with the hiring process. The only areas in which men reported a higher level of importance than women were communication abilities of the candidate, the one-on-one interview, and the candidate's undergraduate major. Principals in schools with fewer than 600 students tended to place less emphasis than other principals on a candidate's academic achievement, quality of their undergraduate education program, their undergraduate major, and undergraduate grades. Rather, they rated a candidate's letters of recommendation and résumé as more important than did principals of larger schools.

Similar to the finding that principals do not perceive many impediments in doing their job successfully, they also do not see the issues we raised as barriers to hiring good teachers (see Table 4.4).

Table 4.4

Q32: To what extent are the following barriers to hiring good teachers at your school?

Barrier	Percent indicating significant barriers (4 or 5)
Not enough qualified people apply.	53.2
Best applicants have better offers outside K-12 education.	49.3
Other districts pay more.	46.4
Cannot meet salary demands.	44.4
Cannot give enough salary credit for prior experience.	21.8
Teachers want jobs where family socioeconomic status is higher.	14.1
Our school is in a less than desirable location.	13.7
Teachers want jobs where student test scores are higher.	7.7
Our school is in such disrepair that it discourages applicants.	3.7

Roughly half of the respondents (53.2%) indicated that "not enough qualified people apply" was very much a significant barrier (4 or 5). Just under half of the respondents felt that the best applicants have better offers outside K-12 education (49.3% indicating 4 or 5), other districts pay more (46.4% indicated 4 or 5), and they cannot meet salary demands (44.4% indicated 4 or 5). Significantly fewer respondents indicated that their schools cannot give enough salary credit for prior experience (21.8% indicated 4 or 5), teachers want jobs where family socioeconomic status is higher (14.1% indicated 4 or 5), their schools are in a less-than-desirable location (13.7% indicated 4 or 5), teachers want jobs where student test scores are higher (7.7% indicated 4 or 5), and their school is in such

disrepair that they discourage applicants (3.7% indicated 4 or 5). Given that a majority of principals felt there were neither high-quality candidates nor nearly enough candidates to meet their needs (see Table 4.1), it is unclear why candidate quality was considered a barrier by only half of the respondents.

Once again, women perceived each item to be slightly more of a barrier to hiring than men did. Differences were also seen among principals of varying school size. Generally, principals in schools with fewer than 600 students reported each item to be a greater barrier than other principals; however, in some cases, such as "cannot meet salary demands" and "other districts pay more," principals in schools with more than 2,000 students also reported these to be very much a barrier.

Finally, principals were asked to indicate how true certain statements were in regard to new teachers' and all teachers' experiences at their school (Table 4.5).

The majority of new teachers are provided with basic mentoring experiences. More than three-quarters of high school principals agreed that "beginning teachers at my school are mentored by experienced teachers" and that "I provide feedback on new teachers' instructional practices" (77.6% and 76.7%, respectively, marked 4 or 5). Nearly 65% believed that "beginning teachers at their school go through a formal system for induction," while nearly half of the principals indicated, "I observe the instructional practices of new teachers at least once a month" (45.6%).

In particular, principals in larger schools agreed more with the statements that experienced teachers mentored their beginning teachers and that they had a formal induction system at their school for new teachers than did their smaller-school colleagues. The reverse was true for agreement on the statements, "I observe the instructional practices of new teachers once a month" and "I provide feedback on new teachers' instructional practices." Principals of larger schools were less likely to agree with these statements compared to

Table 4.5

Q33: To what extent are the following statements true?

Statement	Percent indicating usually or always true (4 or 5)
<i>New Teachers</i>	
Beginning teachers at my school are mentored by more experienced teachers.	77.6
I provide feedback on new teachers' instructional practices.	76.7
Beginning teachers at my school go through a formal system for induction.	64.9
I observe the instructional practices of new teachers at least once a month.	45.6
<i>All Teachers</i>	
Teachers know the state curriculum standards and align their classroom curricular practices to meet them.	67.6
Teachers use standardized tests and other assessment tools to analyze student achievement.	51.2
I ask teachers to observe each other and provide feedback on instruction on a regular basis.	17.7

Top-level teachers should be given time during the normal workday to actively participate in curriculum development: 91.8% agree.

principals of smaller schools. In general, however, these findings are encouraging in retaining new teachers who often feel lost in a new teaching situation.

As outlined in Table 4.5, principals also believe their teachers know the state curriculum standards and align their classroom curricular practices to meet them (67.6% indicated 4 or 5). A slight majority of principals indicated that their teachers use standardized tests and other assessment tools to analyze student achievement (51.2%). Significantly fewer principals indicated that they ask their teachers to observe each other and provide feedback on instruction on a regular basis (17.7% indicated 4 or 5). This finding is consistent with the finding that principals rarely delegate teacher evaluation responsibilities to other teachers.

Issues about Teachers and Schools

The final section asked about principals' attitudes, behaviors, and opinions on issues of teacher quality, including teachers' roles, assessment and accountability, professional development, and some general overarching areas.

The first set of items asked principals to what extent they agree with statements regarding the role of the teacher in terms of responsibilities in the school and the classroom (see Table 5.1).

Table 5.1

Q34: To what extent do you agree with the following statements?

Statement	Percent indicating agree somewhat or strongly (3 or 4)
Top-level teachers should be given time during the normal workday to actively participate in curriculum development.	91.8
Teachers need to have more opportunity to increase their roles and responsibilities within the school.	88.5
Teachers should have a career path with different levels of roles and responsibilities attached to different compensation.	82.0
Top-level teachers should be given time during the normal workday to actively participate in teacher evaluations.	66.8

There was strong agreement with the notion that top-level teachers should be provided time during the normal work day to participate in curriculum development (91.8% indicated 3 or 4), that teachers need to have more opportunity to increase their roles and responsibilities within the school (88.5%), and that teachers should have a career path with different levels of responsibilities attached to different compensation (82%).

The majority of respondents also agreed that top-level teachers should be given time during the normal workday to actively participate in teacher evaluations (66.8%). This result raises the question of whether principals feel that top-level teachers should indeed be involved in evaluating other teachers, or if they should simply have time for their own evaluation process. If agreement with the last statement is interpreted as principals agreeing that top-level teachers should be involved in evaluating their colleagues, then it contradicts the findings illustrated in Table 3.7, where less than one-third of principals indicated that they felt comfortable delegating teacher evaluation responsibilities to department heads or to senior level teachers. On the other hand, it is possible that respondents interpreted "teacher evaluations" as either self-evaluations or even mentoring.

Data presented in Table 5.2 suggests that, according to respondents, teachers and parents consistently agree on who the most effective teachers are at their schools. This finding does not, however, indicate whether there is agreement across the two groups on the same teachers. Nearly 57% of principals felt that their faculty is 50–75% in agreement regarding who are the most effective teachers on staff; 53.4% of principals believed that 50–75% of parents agree on who are the most effective teachers.

Principals were asked a series of questions regarding their attitudes and policies on teacher assessment and accountability (see Table 5.3).

Table 5.2

Q36: How much agreement do you think there is among the *faculty* regarding who are the most effective teachers at your school?

75–100%	50–74%	25–49%	0–24%
28.7	56.8	11.7	2.8

Q37: How much agreement do you think there is among *parents* regarding who are the most effective teachers at your school?

75–100%	50–74%	25–49%	0–24%
25.2	53.4	18.2	3.2

Table 5.3

Q38: To what extent do you agree with the following statements?

Statement	Percent indicating agree strongly or agree somewhat (3 or 4)
As the principal, I can evaluate effectiveness of teachers accurately.	92.2
My teachers routinely use their teacher evaluation results and feedback to improve their teaching.	71.2
Teaching in my school is evaluated based on defined teaching standards and a clear rubric to score those standards.	66.6
Teachers in my school believe it is appropriate to be held accountable for student achievement.	55.0
Publishing of test scores is an effective way to hold schools accountable for student achievement.	38.0
There is no way of measuring the impact of a specific teacher on student learning.	21.0
My school has created pre- and post-test benchmark assessments and uses student performance on these assessments as part of the teacher evaluation process.	19.8
My school uses schoolwide achievement test data (e.g., SAT 9) as part of the teacher evaluation process.	19.0

Although student test scores are not used in evaluating teachers' performance, principals seem to agree that the impact of a specific teacher on student learning can indeed be measured....

High school principals overwhelmingly agree (92.2%) with the statement, "As the principal, I can evaluate effectiveness of teachers accurately." They also agree that their teachers routinely use their teacher evaluation results and feedback to improve their teaching (71.2%). A majority of the principals agree that teaching in their school is evaluated based on defined teaching standards and a clear rubric to score those standards (66.6%) and that teachers in their school believe it is appropriate to be held accountable for student achievement (55.0%). Fewer agree that publishing test scores is an effective way to hold schools accountable for student achievement (38%), or that their school uses either pre- and post-test benchmark assessments or schoolwide achievement test data as part of the teacher evaluation process (19.8% and 19.0% respectively).

Although student test scores are not used in evaluating teachers' performance, principals seem to agree that the impact of a specific teacher on student learning can indeed be measured (79.0%). This finding is consistent with the results of the last question on the survey that asked, "To what extent do you feel that standardized test scores accurately represent the academic achievement of students in your school?" We see in Table 5.4 that although only 6.6% indicated that they agreed strongly with this statement, 63.7% indicated that they agreed somewhat. Clearly, the use of scores on standardized tests has increased along with the standards and accountability movements. As a result, principals are gaining confidence in these measures in assessing their students' achievement as well as their teachers' performance.

Table 5.4

Q43: To what extent do you feel that standardized test scores accurately represent the academic achievement of students in your school?

Very accurately	Somewhat accurately	Somewhat inaccurately	Inaccurately
6.6	63.7	22.7	6.9

Men and women reported some differences in agreement on the questions regarding principals' attitudes and policies about teacher assessment and accountability. More men than women agreed with the statements, "My teachers routinely use their teacher evaluation results and feedback to improve their teaching" and "Teachers in my school believe it is appropriate to be held accountable for student achievement." Men also agreed more than women with the statement, "As the principal, I can evaluate effectiveness of teachers accurately." On the other hand, more women than men agreed with the statement, "Publishing of test scores is an effective way to hold schools accountable for student achievement."

A higher percentage of principals in high schools with more than 2,000 students agreed with statements regarding the use of defined teaching standards as well as test scores as part of the teacher evaluation process. Although there was a great deal of agreement with the statement, "As the principal, I can evaluate effectiveness of teachers accurately," a higher percentage of large-school principals agreed than did small-school principals.

The majority of principals indicated that observation of classroom lessons was the most commonly used form of evidence in evaluating teachers at their school (96.4% indicated 4 or 5). Table 5.5 illustrates that less commonly used measures for evaluating teachers include examination of teachers' written lesson/unit plans (55.5%); examination of teacher assessments, assignments, and tasks (51.4%); and evidence of the teacher's involvement in developing curriculum (32.9%). Principals rarely used evidence of other types of involvement in the school community such as leading professional development activities (26.0%), involve-

ment in after school and/or district programs (25.6%), examination of student achievement on standardized tests (23.1%), team teaching and planning (20.8%), participation in professional organizations (18.3%), or evidence of mentoring other teachers (17.3%). Consistent with earlier findings that the principal is the primary teacher evaluator, few respondents indicated that they use involvement in evaluating other teachers (3.8%) as evidence in a teacher's own evaluation.

Table 5.5

Q39: To what extent is each form of evidence used in the teacher evaluation process at your school?

Form of evidence	Percent indicating usually or always used (3 or 4)
Observation of classroom lessons	96.4
Examination of teachers' written lesson/unit plans	55.5
Examination of teacher assessments, assignments, and tasks	51.4
Involvement in developing curriculum	32.9
Involvement in leading professional development activities	26.0
Involvement in after school and/or district programs	25.6
Examination of student achievement on standardized tests	23.1
Team teaching and planning	20.8
Evidence of participation in professional organizations	18.3
Evidence of professional activities outside the school	18.1
Evidence of mentoring other teachers	17.3
Involvement in evaluating other teachers	3.8

Women generally reported using each of these forms of evidence in their teacher evaluation process more often than men reported using them. Further, principals of large schools (more than 2,000 students) tended to report using each piece of evidence more often than did principals in smaller schools.

Table 5.6 presents principals' level of agreement regarding a series of statements focusing on professional development activities. The greatest degree of consistency is found in these items, as at least half of the respondents agreed with all of the statements. More than 90% agreed that student achievement improves when teachers and administrators in a school work collaboratively (99.0%), teachers are the most important school-related influence on student achievement (98.9%), teachers who implement new strategies in their classroom are better teachers (92.4%), teachers in their school share what they learn with each other (92.4%), teachers in their school work together to accomplish tasks related to teaching (91.9%), they are willing to restructure their school schedule to provide time for teachers to participate in school-site professional development (91.4%), and teachers in their school seek out new information about curriculum, assessment, and instruction (90.4%). Further, a high percentage agreed the principal's professional development experiences have been very useful for their role as principal (83.2%).

Principals may have misunderstood two statements: Eighty-seven percent of principals agreed with the statement, "Teachers in my school rarely work together on tasks related to teaching," and nearly 84% of principals indicated agreement with the statement, "Teachers

When teachers and administrators in a school work collaboratively, student achievement improves: 99% agree.

Table 5.6

Q40: To what extent do you agree with the following statements?

Statement	Percent indicating agree somewhat or agree strongly (3 or 4)
When teachers and administrators in a school work collaboratively, student achievement improves.	99.0
Teachers are the most important school-related influence on student achievement.	98.9
Teachers who implement new strategies in their classroom are better teachers.	92.4
Teachers in my school share what they learn with each other.	92.4
Teachers in my school work together to accomplish tasks related to teaching.	91.9
I would be willing to restructure my school schedule to provide time for teachers to participate in school-site professional development.	91.4
Teachers in my school seek out new information about curriculum, assessment, and instruction.	90.4
Teachers in my school rarely work together on tasks related to teaching.	87.0
Teachers rarely seek help and ideas from one another.	83.7
As a rule, my professional development experiences have been very useful for my role as principal.	83.2
In my school, teachers with more experience have more knowledge about curriculum, assessment, and instruction.	68.9
Teachers in my school mentor colleagues as part of a systematic program.	68.8
Our school has adequate professional resource materials to support teacher learning and improvement.	62.5
Teachers should have time to complete most of their professional responsibilities during the regular workday and not have to work at night and on weekends.	59.3
The best teachers at my school model demonstration lessons for other teachers.	49.0

rarely seek help and ideas from one another." These findings contradict other results in this section that suggest most principals feel there is collaboration among their teachers.

There appears to be consensus that teachers with more experience have more knowledge about curriculum, assessment, and instruction (68.9%) and that teachers mentor colleagues as part of a systematic program (68.8%). This latter finding is consistent with the results presented in Table 4.5, which shows that 77.6% of principals reported that mentoring of beginning teachers occurred regularly at their school. Roughly 62% of high school principals agreed that they had adequate professional resource materials to support teacher learning and improvement, 59.3 % felt that teachers should have time to complete most of their professional responsibilities during the regular work week, and nearly half (49.0%) agreed that the best teachers at their school model demonstration lessons for other teachers.

Women who lead high schools tended to report more agreement with statements dealing with mentoring and collaborative activities at their school. More women than men reported agreeing with the statements, "Teachers in my school mentor colleagues as part of a systematic program," "The best teachers at my school model demonstration lessons for other teachers," "Teachers should have time to complete most of their professional responsibilities during the regular workday," and "I would be willing to restructure my school schedule to provide time for teachers to participate in school-site professional development." Further, women considered their own professional development experiences to be more useful for their role as principal than have men.

For the most part, school size did not affect how principals responded to these professional development items. However, there was a significant difference in levels of agreement among principals on a few items. Only 57% of principals in schools with fewer than 600 students agreed (indicated 3 or 4) with the statement, "Teachers in my school mentor colleagues" while nearly 80% of principals in schools with more than 1,000 students agreed with this statement. Similarly, agreement with the statement, "The best teachers model demonstration lessons for other teachers" increased as the size of the school increased (38.7% in schools with 0-599 enrollment indicated 3 or 4 compared to 65.4% in schools with more than 2,000 students).

These findings may also reflect different conditions in small versus large schools. Smaller schools tend to have fewer like-subject teachers, thus limiting opportunities for interaction or mentoring.

When asked how they would grade the overall quality of education that students at their school receive, 27.3% gave their program an A and 62.7% gave their program a B.

Finally, we asked a series of general questions regarding attitudes toward school reform and educational quality. Table 5.7 suggests that the majority of respondents are open to implementing reform ideas at their own school, yet they acknowledge that the teachers' associations are somewhat resistant to some of these movements.

More than 80% agree that their school has often been a place where education reform measures are adopted and that teachers in their school are receptive to new ideas and techniques regarding teaching and school structure. Nevertheless, 51.8% agree that generally the teachers' associations resist education reform efforts. In general, women tended to report more agreement than men with the statements that support the notion of school reform. A higher percentage of principals in the largest schools (2,000+ enrollment) agreed that the teachers associations are resistant toward education reform efforts.

Table 5.7

Q41: To what extent do you agree with the following statements?

Statement	Percent indicating agree somewhat or agree strongly (3 or 4)
My school has often been a place where education reform measures are adopted.	81.8
Teachers at my school are receptive to new ideas and techniques regarding teaching and school structure.	81.6
In general, teacher associations are resistant toward education reform efforts.	51.8

Table 5.8 illustrates that, in general, principals are confident that their students are receiving a high-quality education. When asked how they would grade the overall quality of education that students at their school receive, 27.3% gave their program an A and 62.7% gave their program a B. Just fewer than 10% graded the overall quality of the education their students received as a C (9.6%). No high school principal reported that the quality of education at their school was an F and only a few (0.4%) reported a D.

Table 5.8 also reveals that women are a bit less generous with the grades that they give to the overall quality of education that students in their school are receiving. However, a higher percentage of principals in the largest schools (enrollments over 1,000) gave an A for the quality of education at their school.

Table 5.8

Q42: How would you grade the overall quality of education that students at your school are receiving?

Respondents	A	B	C	D	F
All respondents	27.3	62.7	9.6	0.4	0.0
Women	26.2	60.6	12.3	1.0	0.0
Men	27.6	63.1	9.0	0.3	0.0
0-599 enrollment	24.5	63.8	11.3	0.4	0.0
600-999 enrollment	24.5	66.6	8.6	0.3	0.0
1,000-1,999 enrollment	30.3	60.3	8.9	0.5	0.0
2,000 or more enrollment	34.6	57.5	7.5	0.3	0.0

Conclusion

Providing a snapshot of the typical leader of a high school today is perhaps as difficult as describing a composite of the average American. Combining attributes may distort some of the distinctiveness of individual local schools or populations. A snapshot does, however, provide valuable insight into important trends and areas in which a significant proportion of high school principals report challenges, as well as an opportunity to confront any perceived shortcomings in training or resources.

The following is a composite snapshot of the principal's characteristics, roles, and perceptions as it emerged from the average responses of the 3,359 survey respondents. Our survey data serve as one indicator of how well school leaders are equipped to handle present and future challenges.

Profile of Typical High School Principals

High school principals are typically males who head up a school of fewer than 750 students and have been in their position for more than 15 years. Although principals usually hold at least a master's degree, their formal training has had little relevance to the daily reality of their job. In fact, half of their average workweek is spent undertaking tasks for which they say training provided very little, if any, relevance.

Typical high school principals work more than 62 hours per week (not including student activities, events, etc.). Of that, they report spending most time per week tending to parent issues, community-related tasks, and discipline. Facilities management also takes a lot of their time. Only a small portion of their time is spent in their role as instructional leaders. They feel relatively competent in handling the tasks on which they spend the most amount of time per week, yet they acknowledge a need for at least some additional training in the area of curriculum development. They consider lack of time and excessive paperwork as the two greatest impediments to doing their job well.

Establishing a learning climate, dealing with personnel issues, and providing curricular leadership are what typical high school principals consider the three most important facets of their job. But they also consider themselves fully responsible for dealing with parent issues, discipline, and school safety. Typical high school principals are not overwhelmingly satisfied with any particular aspects of the job listed in the survey.

High school principals believe they have support from their teaching staff, district administration, parents, and the business community. They strongly believe that the four most important measures of success are: (1) quality of teachers, (2) climate among teachers and administrators, (3) quality of candidates for teacher openings, and (4) parent satisfaction. They are not optimistic, however, about the quality or quantity of teachers entering the profession.

Typical high school principals agree that top-level teachers should be provided time during the normal workday to participate in curriculum development and more opportunities to increase their roles within the school. They are confident that they can accurately evaluate the effectiveness of teachers, and that students at their schools are receiving a high-quality education.

Are Principals Prepared for the Challenges?

Several items in the profile call for further inquiry:

- To what extent does formal training prepare high school principals for instructional leadership?

Typical high school principals work more than 62 hours per week (not including student activities, events, etc.).

How can principals balance the time they spend on individual parent issues with the need to provide strategic instructional leadership for the school?

- How can principals balance the time they spend on individual parent issues with the need to provide strategic instructional leadership for the school?
- Are high school principals making the best use of their 62 average hours per week on the job?
- Are principals delegating enough responsibilities to other administrators and teachers?
- How should principals measure the success of their school?

In view of these questions, let us review some findings from the last NASSP high school principal study (Pellicer et al., 1988). In that study, authors reported that principals spent more time on school management than on any other administrative task, even though they believed that program development should have been their first priority. The discrepancy between the way principals spend their time and the way they feel they should spend it has not changed in an entire decade.

The 1988 study concluded that several problems or conditions interfered with principals' effectiveness on the job. The most frequently cited roadblocks were the amount of time spent on administrative detail, a general lack of time to do the job, an inability to secure necessary funds, apathetic or irresponsible parents, new state guidelines and requirements, and a lack of time to administer and supervise student activities.

As we analyze the 2001 high school principal survey, we are struck by the repetitive nature of earlier findings, indicating a perplexing lack of change in practice over the past decade. Why are most high school principals facing the same issues and problems as in the late 1980s?

Part of the answer can be found in the responses to the survey. High school principals cited lack of time and amount of paperwork as impediments to doing their job. It is difficult to effect meaningful change when you lack the time to assess conditions, reflect on what is needed, and communicate with various stakeholders. High school principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Yet finding the time to create a learning climate that will effect student achievement is essential. The question then, comes down to this: How can principals manage discipline, parent satisfaction, and facilities while providing leadership to establish a learning climate and develop teachers to raise student achievement, especially as school accountability increases?

For the most part, high school principals do not express a strong need for additional education and/or training to perform their job. Yet, to be effective instructional leaders, they must be proficient in strategic planning, student assessment, professional development, curriculum development, and program evaluation. Survey respondents, however, indicated they were neutral about the effectiveness of their preservice training in developing instructional leadership skills. It is possible that on-the-job training, mentoring, or coaching has helped many principals develop those skills, but a lack of time and excessive paperwork prevent many from practicing instructional leadership.

Most respondents graded the quality of education at their schools as an A or a B. Yet nationwide, findings on high school student achievement are less than impressive, whether we consider scores on state assessments, international comparisons, or the overall increased achievement gap in the past decade. It is possible that in rating the quality of education in their own schools, principals considered parent satisfaction, something that 80% of respondents rated important in measuring the success of the school. Why are principals so interested in parent satisfaction? When asked, principals often responded, "They are my customer," or "I hear about it when they are dissatisfied," or "What the parents want is what the school must try to deliver." Herein lies the answer to why principals spend so much of their time with parents. They are responding to the needs of their customer. But is the

principal being driven by customer needs of the school community or being customer *compelled*? They spend too much time trying to satisfy individual parent requests, rather than spending time as strategic instructional leaders. How can the principal get support to respond to the myriad parent issues that consume so much time? The principal must get the support of the superintendent, the school board, the parents, and the business community to redefine the principalship so it is a more strategic position.

As presented in the Introduction, the challenges that high schools face are formidable: low student achievement, the achievement gap, high school completion rates, dropout rates, tracking, teacher shortage, and a lack of academic rigor. All these symptoms refer to systemic problems that create an environment where change is difficult to implement. High school leaders are often caught in these structural problems and may have difficulty challenging the status quo. Changing the status quo is what the NASSP report *Breaking Ranks: Changing an American Institution* called for in 1996. Members of the Breaking Ranks Commission, many of them high school principals, recommended that high schools must become, above all, learning communities committed to demonstrated academic achievement for every student in accord with standards that can stand up to national scrutiny.

As leaders of institutions that need to change, high school principals should heed the call for action issued by *Breaking Ranks*. For the success of school reform, leadership must diffuse itself throughout the school community. The principal occupies the pivotal position, but restructuring and reforming education cannot take place unless it draws on the strengths of teachers and others associated within the high school.

Although high school principals are hard working, highly committed, and dedicated to the business of teaching and learning, they report spending much of their time and energy carrying out functions that have little to do with student learning, effective teaching, or creating a climate conducive to both of these. The role of the principal, as presently structured, is reported by the survey respondents to be that of a manager mostly engaged in urgent activities. Principals need help extinguishing the "fires" that flare up continuously throughout the 13-hour days principals regularly work.

Being an instructional leader requires the purposeful and intentional action of principals spending significant time doing those things that are important, but often not urgent: planning, team building, teacher development, and relationship building.

Certain conditions are needed to help high school principals become instructional leaders. This study suggests these are time, resources, and preparation to accomplish the primary purpose of schools. Being an instructional leader requires the purposeful and intentional action of principals spending significant time doing those things that are important, but often not urgent: planning, team building, teacher development, and relationship building. For principals to decrease their time as managers and increase their time in instructional leadership, the following must be available: relevant preparation and preservice and inservice professional development; organizational structures and personnel to assist with school management tasks; and resources to support staff professional development. Leadership will vary from school to school, depending upon the experience, the skills, and the will of the principal as well as the support available in the community. But the focus of the leader of every high school must be student learning and instruction.

Lest we feel overwhelmed by the daunting task ahead, let us remember the words of Harold Hodgkinson (2000) about the role principals can play in changing U.S. high schools: "The key player in this march toward better schools is the secondary school principal. Eighteen thousand of them can move mountains" (p. 29).

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Appendix 1: Principal Survey of Teacher Quality Issues, Survey Instrument



MILKEN
FAMILY
FOUNDATION

MILKEN FAMILY FOUNDATION
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
PRINCIPAL SURVEY OF TEACHER QUALITY ISSUES



MARKING DIRECTIONS

- Please print legibly using a **blue or black ballpoint ink pen**. **Do NOT** use pencil or felt tip markers.
- When entering numbers, enter one per box and stay within the confines of the box.
- For the ovals, make a heavy dark mark that fills the oval completely.
- To change a response, you may use liquid correction fluid. For the ovals, place an "X" through the first mark and mark the oval for your preferred response.

Correct
○ ○ ● ○

Incorrect
○ ○ ○ ○

I K 2 5

a 2 k +

Section I: Background Information

- What is your gender?
☐ Female ☐ Male
- Please enter the abbreviation of the state in which you live.
- What is your school enrollment?
☐ 0-599 ☐ 1000-1999
☐ 600-749 ☐ 2000-2499
☐ 750-999 ☐ 2500+
- Is your school located in an area that is:
☐ Rural
☐ Urban
☐ Large City
- How many full-time equivalent classroom teachers do you have at your school?
- How many non-clerical administrators (including self) do you have at your school?
- What grade levels are taught at your school? (Mark ALL that apply)

☐ PreK	☐ 4	☐ 9
☐ K	☐ 5	☐ 10
☐ 1	☐ 6	☐ 11
☐ 2	☐ 7	☐ 12
☐ 3	☐ 8	
- How many years have you been the principal at your current school?
- How many total years have you been a principal?
- How many years were you a teacher prior to becoming an administrator?
- What other administrative positions have you held? (Mark ALL that apply)

☐ Assistant/Vice principal	☐ District administrator
☐ Curriculum coordinator	☐ Dean
☐ Counselor	☐ None
- How many years have you been in your current district in all capacities?
- Please indicate which of the following degrees or credentials you hold. (Mark ALL that apply)

☐ Associate degree
☐ Bachelor's degree not in the field of Education
☐ Bachelor's degree in Education
☐ Master's degree not in the field of Education
☐ Master's degree in Education (M.Ed.)
☐ Master's degree in Educational Administration
☐ Educational Specialist (Ed.S.)
☐ Ph.D. not in the field of Education
☐ Ph.D. in Education
☐ Ed.D.
☐ Current teaching credential
☐ Current administrative credential

- 1 -

Section II: The Role of the Principal

14. Using a scale from 1-7, with 1 being most important, please rank the following roles of the principal in importance based on your experience:

☐	Personnel (hiring, firing, evaluation)
☐	Curricular leadership
☐	Operational management
☐	Strategic planning
☐	Community relations
☐	Establish learning climate
☐	Student services

Full responsibility: Personally perform task	
Full responsibility: Delegate task with management oversight	
Shared responsibility: Share task with others	
Other is responsible: Principal assists	
Other is responsible: Task performed by others, no principal oversight	

15. To what extent are you involved in the following tasks at your school?

Teacher evaluation	1 (2) 3 (4) 5
Facilities management	1 (2) 3 (4) 5
Curriculum development	1 (2) 3 (4) 5
Lesson demonstrations	1 (2) 3 (4) 5
Budgets	1 (2) 3 (4) 5
Dealing with parent issues	1 (2) 3 (4) 5
Discipline	1 (2) 3 (4) 5
School safety	1 (2) 3 (4) 5
Student assessment	1 (2) 3 (4) 5
Program evaluation	1 (2) 3 (4) 5
Professional development	1 (2) 3 (4) 5
Strategic planning	1 (2) 3 (4) 5
Community relations	1 (2) 3 (4) 5

More than 20 hours
11 - 20 hours
6 - 10 hours
1 - 5 hours
Less than 1 hour

16. How many hours during a typical week do you spend on the following duties of your job?

Teacher evaluation	1 (2) 3 (4) 5
Facilities management	1 (2) 3 (4) 5
Curriculum development	1 (2) 3 (4) 5
Lesson demonstrations	1 (2) 3 (4) 5
Budgets	1 (2) 3 (4) 5
Dealing with parent issues	1 (2) 3 (4) 5
Discipline	1 (2) 3 (4) 5
School safety	1 (2) 3 (4) 5
Student assessment	1 (2) 3 (4) 5
Program evaluation	1 (2) 3 (4) 5
Professional development	1 (2) 3 (4) 5
Strategic planning	1 (2) 3 (4) 5
Community relations	1 (2) 3 (4) 5

Need very much

Need somewhat

Do not need

17. To what extent do you need additional training in the following areas to do your job more effectively?

Teacher evaluation	1 (2) 3 (4) 5
Facilities management	1 (2) 3 (4) 5
Curriculum development	1 (2) 3 (4) 5
Lesson demonstrations	1 (2) 3 (4) 5
Budgets	1 (2) 3 (4) 5
Dealing with parent issues	1 (2) 3 (4) 5
Discipline	1 (2) 3 (4) 5
School safety	1 (2) 3 (4) 5
Student assessment	1 (2) 3 (4) 5
Program evaluation	1 (2) 3 (4) 5
Professional development	1 (2) 3 (4) 5
Strategic planning	1 (2) 3 (4) 5
Community relations	1 (2) 3 (4) 5

18. To what extent do you need additional help (staff) to do the following aspects of your job?

Teacher evaluation	1	2	3	4	5
Facilities management	1	2	3	4	5
Curriculum development	1	2	3	4	5
Lesson demonstrations	1	2	3	4	5
Budgets	1	2	3	4	5
Dealing with parent issues	1	2	3	4	5
Discipline	1	2	3	4	5
School safety	1	2	3	4	5
Student assessment	1	2	3	4	5
Program evaluation	1	2	3	4	5
Professional development	1	2	3	4	5
Strategic planning	1	2	3	4	5
Community relations	1	2	3	4	5

19. To what extent do you find satisfaction in the following aspects of your job?

Teacher evaluation	1	2	3	4	5
Facilities management	1	2	3	4	5
Curriculum development	1	2	3	4	5
Lesson demonstrations	1	2	3	4	5
Budgets	1	2	3	4	5
Dealing with parent issues	1	2	3	4	5
Discipline	1	2	3	4	5
School safety	1	2	3	4	5
Student assessment	1	2	3	4	5
Program evaluation	1	2	3	4	5
Professional development	1	2	3	4	5
Strategic planning	1	2	3	4	5
Community relations	1	2	3	4	5

20. To what extent has your training in education (teacher education, administrative credential) helped to do the following aspects of your job?

Teacher evaluation	1	2	3	4	5
Facilities management	1	2	3	4	5
Curriculum development	1	2	3	4	5
Lesson demonstrations	1	2	3	4	5
Budgets	1	2	3	4	5
Dealing with parent issues	1	2	3	4	5
Discipline	1	2	3	4	5
School safety	1	2	3	4	5
Student assessment	1	2	3	4	5
Program evaluation	1	2	3	4	5
Professional development	1	2	3	4	5
Strategic planning	1	2	3	4	5
Community relations	1	2	3	4	5

21. To what extent do you have the support of the following groups in your school community?

Teaching staff	1	2	3	4	5
District administration	1	2	3	4	5
Parents	1	2	3	4	5
Business community	1	2	3	4	5

22. To what extent do you agree that principals should do the following:

Teach a course each year	1	2	3	4	5
Guest lecture in classes 3-5 times each semester	1	2	3	4	5
Guest lecture in classes 1-2 times each semester	1	2	3	4	5

23. Do you have time in your current job to:
- Teach a course each year ① 2
- Guest lecture in classes 3-5 times
each semester ① 2
- Guest lecture in classes 1-2 times
each semester ① 2

Very important

Somewhat important

Not important

24. Please indicate how important each of the following are in measuring the success of your school.

Standardized student test scores ① ② ③ ④ ⑤

Gains in standardized student test score ① ② ③ ④ ⑤

Teacher satisfaction ① ② ③ ④ ⑤

Parent satisfaction ① ② ③ ④ ⑤

Autonomy to make decisions
impacting the school ① ② ③ ④ ⑤

Receipt of grants ① ② ③ ④ ⑤

Awards and recognition ① ② ③ ④ ⑤

Climate among teachers and
administrators ① ② ③ ④ ⑤

Teacher skills and performance ① ② ③ ④ ⑤

Quality of candidates for
teacher openings ① ② ③ ④ ⑤

Level of parent involvement ① ② ③ ④ ⑤

- 24a. Of the indicators of success listed above, which are the two most important? (Select only two.)

- ☐ Standardized student test scores
- ☐ Gains in standardized student test score
- ☐ Teacher satisfaction
- ☐ Parent satisfaction
- ☐ Autonomy to make decisions impacting the school
- ☐ Receipt of grants
- ☐ Awards and recognition
- ☐ Climate among teachers and administrators
- ☐ Teacher skills and performance
- ☐ Quality of candidates for teacher openings
- ☐ Level of parent involvement

25. To what extent are each of the following an impediment in doing your job as principal?
- Time ① ② ③ ④ ⑤
- Financial resources ① ② ③ ④ ⑤
- Quality of teachers ① ② ③ ④ ⑤
- Lack of budgetary authority ① ② ③ ④ ⑤
- Student discipline ① ② ③ ④ ⑤
- Lack of autonomy ① ② ③ ④ ⑤
- Lack of community support ① ② ③ ④ ⑤
- Lack of district support ① ② ③ ④ ⑤
- Paperwork ① ② ③ ④ ⑤
- Burnout ① ② ③ ④ ⑤

Very much

Somewhat

Not at all

Very comfortable

Moderately comfortable

Not comfortable

26. To what extent would you feel comfortable delegating teacher evaluation responsibilities to the following colleagues at your school?

Assistant/Vice Principal ① ② ③ ④ ⑤

Department head ① ② ③ ④ ⑤

Other administrator ① ② ③ ④ ⑤

Senior level teachers ① ② ③ ④ ⑤

Frequently

Occasionally

Never

27. How often do you delegate teacher evaluation responsibilities to the following colleagues at your school?

Assistant/Vice Principal ① ② ③ ④ ⑤

Department head ① ② ③ ④ ⑤

Other administrator ① ② ③ ④ ⑤

Senior level teachers ① ② ③ ④ ⑤

Section III: Hiring Teachers

Excellent
Moderate
Poor

28. How would you rate the *quality* of teacher applicants to your school:
- In the past year? 1 2 3 4 5
- In the past 5 years? 1 2 3 4 5
- Expected over the next 5 years? 1 2 3 4 5

More than enough to meet needs

About the number we need

Not enough to meet needs

29. How would you rate the *quantity* of teacher applicants to your school:
- In the past year? 1 2 3 4 5
- In the past 5 years? 1 2 3 4 5
- Expected over the next 5 years? 1 2 3 4 5

Agree strongly

Agree somewhat

Disagree somewhat

Disagree strongly

30. To what extent do you agree with the following statements?
- Teacher education programs are the best source for finding quality teacher candidates 1 2 3 4
- Teacher education programs provide the necessary training that new teachers need in the classroom 1 2 3 4
- Alternative certification programs provide the necessary training that new teachers need in the classroom 1 2 3 4
- I would feel comfortable hiring teachers with alternative certification at my school 1 2 3 4
- I would feel comfortable hiring teachers who came from other professions 1 2 3 4
- In general, uncertified teachers are less effective than certified teachers are 1 2 3 4

Very important

Somewhat important

Not important

31. When you bring a teacher candidate to your school for an interview, how much importance do you place on the following?
- Demonstration lesson 1 2 3 4 5
- Communication abilities 1 2 3 4 5
- Academic achievements 1 2 3 4 5
- One-on-one interview 1 2 3 4 5
- Interview with a group of teachers/administrators 1 2 3 4 5
- Collaborative experience 1 2 3 4 5
- Quality of teacher education program from which candidate graduated 1 2 3 4 5
- Quality of undergraduate program from which candidate graduated 1 2 3 4 5
- Letters of recommendation 1 2 3 4 5
- Teaching experience 1 2 3 4 5
- Undergraduate major 1 2 3 4 5
- Undergraduate grades 1 2 3 4 5
- Teacher education grades 1 2 3 4 5
- Resume 1 2 3 4 5
- Portfolio 1 2 3 4 5

Very much

Somewhat

Not at all

32. To what extent are the following barriers to hiring good teachers at your school?
- Not enough qualified people apply 1 2 3 4 5
- Cannot meet salary demands 1 2 3 4 5
- Other districts pay more 1 2 3 4 5
- Best applicants have better offers outside K-12 education 1 2 3 4 5
- Our school is in a less than desirable location 1 2 3 4 5
- Our school is in such disrepair that it discourages applicants 1 2 3 4 5
- Cannot give enough salary credit for prior experience 1 2 3 4 5
- Teachers want jobs where student test scores are higher 1 2 3 4 5
- Teachers want jobs where family socioeconomic status is higher 1 2 3 4 5

33. To what extent are the following statements true?

New Teachers

Beginning teachers at my school go through a formal system for induction.....

Beginning teachers at my school are mentored by more experienced teachers.

I observe the instructional practices of new teachers at least once a month.

I provide feedback on new teacher's instructional practices.....

All Teachers

I ask teachers to observe each other and provide feedback on instruction on a regular basis.

Teachers use standardized tests and other assessment tools to analyze student achievement.....

Teachers know the state curriculum standards and align their classroom curricular practices to meet them.

**Section IV:
Issues about Teachers and Schools**

Teacher Roles

34. To what extent do you agree with the following statements?

Teachers need to have more opportunity to increase their roles and responsibilities within the school.

Top level teachers should be given time during the normal workday to actively participate in teacher evaluations.

Top level teachers should be given time during the normal workday to actively participate in curriculum development.....

Teachers should have a career path with different levels of roles and responsibilities attached to different compensation.

Compensation

35. To what extent do you agree with the following statements?

Performance-based compensation programs encourage competition rather than collaboration among teachers.....

There is no clear definition of what constitutes a "good teacher" so determining pay based upon being a "good teacher" is problematic.

Using standardized student test scores is an effective way to measure some essential aspects of student achievement.

Performance-based compensation discourages teachers from teaching "at-risk" or low-SES students.

Performance-based compensation has more to do with being well liked than teaching well.

Most schools cannot afford to implement a performance-based compensation system.

Performance-based compensation encourages teachers to work harder to get more pay.

Performance-based compensation provides extra pay that is sufficient for the extra work required.

I support implementing a performance-based compensation system at my school.

More effective teachers should be paid more.

Teachers who could get high paying jobs in the private sector should get paid more as teachers.....

Most teachers in my school would support a performance-based compensation system.

Most teachers in my school prefer the current step and column salary schedule to performance-based compensation.

36. How much agreement do you think there is among the *faculty* regarding who are the most effective teachers at your school?
37. How much agreement do you think there is among *parents* regarding who are the most effective teachers at your school?

Agree strongly
Agree somewhat
Disagree somewhat
Disagree strongly

Assessment and Accountability

38. To what extent do you agree with the following statements?
- Teaching in my school is evaluated based on defined teaching standards and a clear rubric to score those standards.
- My teachers routinely use their teacher evaluation results and feedback to improve their teaching.
- My school uses school-wide achievement test data (e.g., SAT 9) as part of the teacher evaluation process.
- My school has created pre- and post-test benchmark assessments and uses student performance on these assessments as part of the teacher evaluation process.
- Teachers in my school believe it is appropriate to be held accountable for student achievement.
- Publishing of test scores is an effective way to hold schools accountable for student achievement.
- As the principal, I can evaluate effectiveness of teachers accurately.
- There is no way of measuring the impact of a specific teacher on student learning.

39. To what extent is each form of evidence used in the teacher evaluation process at your school?

Observation of classroom lessons	1	2	3	4	5
Examination of student achievement on standardized tests	1	2	3	4	5
Examination of teachers' written lesson/unit plans	1	2	3	4	5
Examination of teacher assessments, assignments, and tasks	1	2	3	4	5
Evidence of participation in professional organizations	1	2	3	4	5
Evidence of mentoring other teachers	1	2	3	4	5
Involvement in leading professional development activities	1	2	3	4	5
Involvement in developing curriculum	1	2	3	4	5
Team teaching and planning	1	2	3	4	5
Involvement in after school and/or district programs	1	2	3	4	5
Involvement in evaluating other teachers	1	2	3	4	5
Evidence of professional activities outside the school	1	2	3	4	5

Agree strongly
Agree somewhat
Disagree somewhat
Disagree strongly

Professional Development

40. To what extent do you agree with the following statements?
- Teachers in my school share what they learn with each other.
- Teachers in my school work together to accomplish tasks related to teaching.
- In my school, teachers with more experience have more knowledge about curriculum, assessment, and instruction.
- Teachers in my school rarely work together on tasks related to teaching.
- When teachers and administrators in a school work collaboratively, student achievement improves.

- ☐ Agree strongly
☐ Agree somewhat
☐ Disagree somewhat
☐ Disagree strongly
40. (CONT) To what extent do you agree with the following statements?
- Teachers are the most important school-related influence on student achievement
- Teachers in my school seek out new information about curriculum, assessment, and instruction.
- Teachers who implement new strategies in their classroom are better teachers.
- Teachers rarely seek help and ideas from one another.
- Our school has adequate professional resource materials to support teacher learning and improvement.
- Teachers in my school mentor colleagues as part of a systematic program.
- The best teachers at my school model demonstration lessons for other teachers.
- Teachers should have time to complete most of their professional responsibilities during the regular workday and not have to work at night and on weekends.
- I would be willing to restructure my school schedule to provide time for teachers to participate in school-site professional development.
- As a rule, my professional development experiences have been very useful for my role as principal.

- ☐ Agree strongly
☐ Agree somewhat
☐ Disagree somewhat
☐ Disagree strongly
- General**
41. To what extent do you agree with the following statements?
- My school has often been a place where education reform measures are adopted
- Teachers at my school are receptive to new ideas and techniques regarding teaching and school structure.
- In general, teacher associations are resistant toward education reform efforts.
42. How would you grade the overall quality of education that students *at your school* are receiving?
- ☐ A ☐ D
☐ B ☐ F
☐ C
- ☐ Very accurate
☐ Somewhat accurate
☐ Somewhat inaccurate
☐ Inaccurate
43. To what extent do you feel that standardized test scores accurately represent the academic achievement of students in your school?

Thank you for participating!

Please place the questionnaire in the enclosed postage-paid envelope and return it to:

**MFF/NASSP Principal Survey
C/O Questar
P.O. Box 64108
St. PAUL, MN 55164-9523**

18248

Questar/Eagan, MN - 00976C

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Appendix 2: Principal Survey of Teacher Quality Issues, Survey Results

Question 1

What is your gender?

	Frequency	Percentage
Female	655	19.5
Male	2,699	80.4
Missing	5	0.1
Total	3,359	100

Question 2

Please enter the abbreviation of the state in which you live.

	Frequency	Percentage
	9	0.3
AK	14	0.4
AL	57	1.7
AR	31	0.9
AZ	56	1.7
CA	106	3.2
CO	58	1.7
CT	30	0.9
DC	0	0.0
DE	10	0.3
FL	66	2.0
GA	67	2.0
HI	6	0.2
IA	114	3.4
ID	39	1.2
IL	176	5.2
IN	87	2.6
KS	92	2.7
KY	56	1.7
LA	51	1.5
MA	64	1.9
MD	43	1.3
ME	41	1.2
MI	137	4.1
MN	118	3.5
MO	95	2.8
MS	36	1.1

	Frequency	Percentage
	9	0.3
MT	74	2.2
NC	61	1.8
ND	50	1.5
NE	76	2.3
NH	23	0.7
NJ	67	2.0
NM	10	0.3
NV	11	0.3
NY	151	4.5
OH	200	6.0
OK	94	2.8
OR	82	2.4
PA	126	3.8
RJ	14	0.4
SC	34	1.0
SD	59	1.8
TN	55	1.6
TX	188	5.6
UT	35	1.0
VA	53	1.6
VT	13	0.4
WA	63	1.9
WI	113	3.4
WV	29	0.9
WY	19	0.6
Total	3,359	100

Question 3

What is your school enrollment?

	0-599	600-749	750-999	1,000-1,999	2,000-2,499	2,500+	Missing	Total
Percentage	39.1	9.2	11.1	30.6	5.7	4.0	0.3	100
Frequency	1,315	309	372	1,028	190	136	9	3,359

Question 4

Is your school located in an area that is:

	Rural	Urban	Large City	Missing	Total
Percentage	56.8	32.2	8.7	2.4	100
Frequency	1,908	1,081	291	79	3,359

Question 5

How many full-time equivalent classroom teachers do you have at your school?

Mean
61.9618

Question 6

How many non-clerical administrators (including self) do you have at your school?

Mean
3.86

Question 7

What grade levels are taught at your school? (Mark ALL that apply)

Grade	Not Marked (No)	Percentage	Marked (Yes)	Percentage
PreK	3,229	96.1	130	3.9
K	3,124	93.0	235	7.0
1	3,122	92.9	237	7.1
2	3,121	92.9	238	7.1
3	3,121	92.9	238	7.1
4	3,120	92.9	239	7.1
5	3,116	92.8	243	7.2
6	3,032	90.3	327	9.7
7	2,652	79.0	707	21.0
8	2,621	78.0	738	22.0
9	200	6.0	3,159	94.0
10	38	1.1	3,321	98.9
11	16	0.5	3,343	99.5
12	0	0.0	3,359	100.0

Question 8

How many years have you been the principal at your current school?

Mean
6.326

Question 9

How many total years have you been a principal?

Mean
10.81

Question 10

How many years were you a teacher prior to becoming an administrator?

Mean
11.735

Question 11

What other administrative positions have you held? (Mark ALL that apply)

Position	Not Marked (No)	Percentage	Marked (Yes)	Percentage
Assistant/vice principal	885	26.3	2,474	73.7
Curriculum coordinator	3,021	89.9	338	10.1
Counselor	3,049	90.8	310	9.2
District administrator	2,980	88.7	379	11.3
Dean	3,066	91.3	293	8.7
None	2,818	83.9	541	16.1

Question 12

How many years have you been in your current district in all capacities?

Mean
14.623

Question 13

Please indicate which of the following degrees or credentials you hold. (Mark ALL that apply)

Degree/credential	Not Marked (No)	Percentage	Marked (Yes)	Percentage
Associate degree	2,998	89.3	361	10.7
Bachelor's degree not in the field of Education	2,467	73.4	892	26.6
Bachelor's degree in Education	1,139	33.9	2,220	66.1
Master's degree not in the field of Education	2,881	85.8	478	14.2
Master's degree in Education (M.Ed.)	1,520	45.3	1,839	54.7
Master's degree in Educational Administration	1,595	47.5	1,764	52.5
Educational Specialist (Ed.S.)	2,761	82.2	598	17.8
Ph.D. not in the field of Education	3,339	99.4	20	0.6
Ph.D. in Education	3,241	96.5	118	3.5
Ed.D	3,023	90	336	10.0
Current teaching credential	1,828	54.4	1,531	45.6
Current administrative credential	1,451	43.2	1,908	56.8

Question 14

Using a scale from 1-7, with 1 being most important, please rank the following roles of the principal in importance based on your experience.

NOTE: For analysis purposes, this item was recoded where 1=least important and 7=most important. The results presented in this table reflect the recoded data.

Role	1	2	3	4	5	6	7	Mean
Personnel	6.6	6.2	8.9	11.1	17.5	21.5	28.2	5.04
Curricular leadership	3.8	7.9	11.1	14.5	20.5	22.7	19.4	4.86
Operational management	19.7	14.6	13.0	14.2	13.3	12.6	12.6	3.75
Strategic planning	22.7	19.0	17.0	14.1	12.2	8.5	6.3	3.25
Community relations	25.0	25.3	19.7	13.0	8.1	5.0	3.9	2.84
Establish learning climate	1.9	3.2	5.0	9.9	15.3	25.3	39.4	5.67
Student services	14.7	18.5	20.4	17.8	12.6	10.1	5.9	3.49

Question 15

To what extent are you involved in the following tasks at your school?

Activity	Full responsibility: Personally perform task	Full responsibility: Delegate task with management oversight	Shared responsibility: Share task with others	Other is responsible: Principal assists	Other is responsible: Task performed by others, no principal oversight
Teacher evaluation	55.5	12.8	30.1	1.3	0.3
Facilities management	14.9	34	37.6	12.1	1.4
Curriculum development	9.7	27.9	49.3	11.3	1.7
Lesson demonstrations	3.8	8.9	28.5	31.1	27.8
Budgets	40.5	24.8	22.2	8.2	4.2
Dealing with parent issues	26.4	28.1	43.8	1.6	0.2
Discipline	19.6	24.4	32.3	22.2	1.5
School safety	16.7	35.9	40.6	6.4	0.3
Student assessment	3.6	22.9	44.2	22.1	7.3
Program evaluation	14.9	31.6	47.2	5.7	0.6
Professional development	10.2	26.4	51.7	10.3	1.5
Strategic planning	13.7	25.0	51.1	8.5	1.7
Community relations	20.2	26.9	49.1	3.4	0.5

Question 16

How many hours during a typical week do you spend on the following duties of your job?

Activity	More than 20 hours	11-20 hours	6-10 hours	1-5 hours	Less than 1 hour
Teacher evaluation	1.4	6.5	25.5	59.4	7.1
Facilities management	4.2	9.1	26.0	49.0	11.7
Curriculum development	1.0	5.2	20.0	55.1	18.7
Lesson demonstrations	0.2	0.5	2.8	17.3	79.2
Budgets	0.8	5.5	18.7	51.0	24.0
Dealing with parent issues	3.7	17.2	39.5	36.3	3.4
Discipline	5.0	15.2	26.7	40.2	12.9
School safety	2.1	7.2	19.1	49.6	22.0
Student assessment	0.6	3.6	17.7	45.6	32.5
Program evaluation	1.3	5.9	26.1	50.1	16.5
Professional development	0.5	3.7	17.7	53.8	24.3
Strategic planning	0.8	5.3	18.6	45.0	30.3
Community relations	3.1	11.2	29.6	44.6	11.5

Question 17

To what extent do you need additional training in the following areas to do your job more effectively?

Activity	Need very much 5	4	Need somewhat 3	2	Do not need 1
Discipline	1.7	3.3	21.6	24.2	49.2
Facilities management	1.4	3.0	26.7	23.9	45.1
Dealing with parent issues	2.1	4.8	28.2	24.2	40.7
Lesson demonstrations	2.7	4.7	27.9	21.5	43.2
Budgets	4.4	7.4	32.6	20.6	35.1
Teacher evaluation	2.7	4.7	38.8	16.9	36.9
Community relations	2.6	5.3	39.9	24.0	28.2
School safety	2.2	5.5	41.4	24.8	26.1
Strategic planning	5.9	11.1	45.8	19.0	18.3
Student assessment	5.8	10.9	46.4	19.7	17.1
Professional development	5.9	11.1	48.6	19.3	15.2
Program evaluation	5.6	12.2	49.9	18.5	13.7
Curriculum development	6.2	11.9	51.7	16.9	13.2

Question 18

To what extent do you need additional help (staff) to do the following aspects of your job?

Activity	Need very much 5	4	Need somewhat 3	2	Do not need 1
Teacher evaluation	17.9	10.7	34.8	9.3	27.2
Facilities management	8.3	9.5	34.3	17.4	30.5
Curriculum development	16.1	17.5	43.2	10.6	12.6
Lesson demonstrations	8.7	9.3	31.9	16.4	33.6
Budgets	4.3	5.7	27.5	19.6	42.9
Dealing with parent issues	5.2	7.3	32.9	19.2	35.5
Discipline	14.2	10.9	30.7	15.7	28.5
School safety	7.0	8.9	37.7	20.1	26.4
Student assessment	10.5	14.3	42.5	14.8	17.8
Program evaluation	9.1	13.9	46.0	14.4	16.6
Professional development	12.1	15.9	42.7	13.1	16.2
Strategic planning	7.9	13.9	40.7	15.8	21.7
Community relations	6.3	8.3	39.2	20.2	26.0

Question 19

To what extent do you find satisfaction in the following aspects of your job?

Activity	A lot of satisfaction 5	4	Some satisfaction 3	2	No satisfaction 1
Teacher evaluation	31.2	19.1	41.2	4.8	3.7
Facilities management	12.2	13.3	45.6	16.4	12.5
Curriculum development	23.1	22.0	43.4	7.8	3.8
Lesson demonstrations	9.7	9.1	36.7	19.3	25.2
Budgets	10.0	10.8	42.6	17.7	18.9
Dealing with parent issues	17.7	19.9	43.7	10.5	8.2
Discipline	9.5	13.4	44.0	16.9	16.1
School safety	17.0	17.6	45.0	12.0	8.4
Student assessment	14.0	19.3	48.8	11.4	6.4
Program evaluation	17.7	22.3	47.7	8.1	4.1
Professional development	24.8	22.6	41.5	7.5	3.6
Strategic planning	18.8	17.9	43.7	10.9	8.7
Community relations	29.7	22.0	40.4	5.2	2.7

Question 20

To what extent has your training in education (teacher education, administrative credentials) helped to do the following aspects of your job?

Activity	Helped very much 5	4	Helped somewhat 3	2	No help 1
Teacher evaluation	30.1	15.1	37.3	8.3	9.1
Facilities management	8.0	7.3	34.8	20.2	29.7
Curriculum development	14.7	14.7	46.3	14.2	10.1
Lesson demonstrations	12.5	11.5	36.3	17.4	22.4
Budgets	7.2	9.4	36.3	20.7	26.4
Dealing with parent issues	6.7	7.8	35.1	21.3	29.1
Discipline	8.7	9.1	36.1	22.0	24.1
School safety	6.5	7.7	33.5	22.0	30.3
Student assessment	8.6	11.8	45.4	18.4	15.8
Program evaluation	8.3	11.7	44.3	18.7	16.9
Professional development	9.7	12.2	43.4	18.2	16.4
Strategic planning	7.5	8.5	36.9	21.1	26.0
Community relations	7.7	10.1	43.2	18.6	20.5

Question 21

To what extent do you have the support of the following groups in your school community?

Group	Very supportive 5	4	Somewhat supportive 3	2	Not supportive 1
Teaching staff	57.9	27.8	13.5	0.5	0.2
District administration	61.1	18.0	16.8	2.5	1.6
Parents	36.4	36.3	25.0	1.8	0.6
Business community	32.0	28.5	32.5	4.6	2.5

Question 22

To what extent do you agree that principals should do the following?

Activity	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Teach a course each year	10.5	29.9	29.7	29.9
Guest lecture 3-5 times each semester	23.8	43.8	21.8	10.6
Guest lecture in classes 1-2 times each semester	34.5	44.2	13.8	7.4

Question 23

Do you have time in your current job to:

Activity	Yes	No
Teach a course each year	7.3	92.7
Guest lecture 3–5 times each semester	41.7	58.3
Guest lecture in classes 1–2 times each semester	74.3	25.7

Question 24

Please indicate how important each of the following are in measuring the success of your school.

Activity	Very important 5	4	Somewhat important 3	2	Not important 1
Standardized student test scores	32.3	18.90	41.4	4.5	2.8
Gains in standardized student test score	37.6	23.20	33.6	3.4	2.2
Teacher satisfaction	42.4	29.60	25.1	2.1	0.8
Parent satisfaction	47.4	32.70	18.6	0.8	0.5
Autonomy to make decisions impacting the school	41.6	28.50	25.2	2.9	1.7
Receipt of grants	15.3	14.10	41.2	16.5	12.8
Awards and recognition	21.2	21.00	41.6	10.3	5.9
Climate among teachers and administrators	67.4	23.80	8.2	0.4	0.3
Teacher skills and performance	76.6	17.70	5.1	0.5	0.1
Quality of candidates for teacher openings	73.3	16.20	8.6	1.1	0.8
Level of parent involvement	37.6	28.00	30.7	2.7	1.0

Question 24a

Of the indicators of success listed above, which are the two *most* important?
(Select *only* two.)

Criterion	Marked (Yes)	Not Marked (No)
Standardized student test scores	16.7	83.3
Gains in standardized student test score	25.2	74.8
Teacher satisfaction	11.5	88.5
Parent satisfaction	14.9	85.1
Autonomy to make decisions impacting the school	12.1	87.9
Receipt of grants	0.6	99.4
Awards and recognition	1.8	98.2
Climate among teachers and administrators	34.4	65.6
Teacher skills and performance	56.6	43.4
Quality of candidates for teacher openings	12.7	87.3
Level of parent involvement	9.6	90.4

Question 25

To what extent are each of the following an impediment in doing your job as principal?

Impediment	Very much 5	4	Somewhat 3	2	Not at all 1
Time	55.5	14.8	25.8	2.4	1.6
Financial resources	32.3	18.5	36.6	8.1	4.5
Quality of teachers	18.6	15.8	40.2	16.2	9.2
Lack of budgetary authority	9.0	9.5	34.4	22.3	24.7
Student discipline	9.5	9.9	33.8	25.3	21.6
Lack of autonomy	6.8	7.3	32.5	26.2	27.1
Lack of community support	3.6	4.7	24.6	29.1	38.0
Lack of district support	6.3	5.7	19.5	23.7	44.8
Paperwork	46.5	22.5	23.8	4.7	2.6
Burnout	14.2	14.3	30.3	14.5	26.7

Question 26

To what extent would you feel comfortable delegating teacher evaluation responsibilities to the following colleagues at your school?

	Very comfortable 5	4	Moderately comfortable 3	2	Not comfortable 1
Assistant/vice principal	72.3	10.6	11.5	1.0	4.6
Department head	24.0	13.0	32.7	8.9	21.3
Other administrator	35.8	17.4	27.6	5.9	13.3
Senior level teachers	13.2	10.1	30.0	13.1	33.6

Question 27

How often do you delegate teacher evaluation responsibilities to the following colleagues at your school?

	Frequently 5	4	Occasionally 3	2	Never 1
Assistant/vice principal	53.6	7.0	11.1	1.7	26.6
Department head	8.6	2.5	7.8	3.9	77.2
Other administrator	10.9	4.6	15.5	6.5	62.5
Senior level teachers	1.4	0.9	4.1	2.6	91.0

Question 28

How would you rate the *quality* of teacher applicants to your school?

Applicants	Excellent 5	4	Moderate 3	2	Poor 1
In the past year?	18.4	21.4	45.2	7.0	7.9
In the past 5 years?	17.7	27.2	46.4	5.6	3.1
Expected over the next 5 years?	10.6	14.8	41.9	17.6	15.2

Question 29

How would you rate the *quantity* of teacher applicants to your school?

Applicants	More than enough to meet needs 5	4	About the number we need 3	2	Not enough to meet needs 1
In the past year?	8.0	5.6	28.2	20.3	37.9
In the past 5 years?	10.8	9.0	43.7	18.6	17.9
Expected over the next 5 years?	4.4	3.9	16.1	20.1	55.5

Question 30

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Teacher education programs are the best source for finding quality teacher candidates.	24.8	57.4	15.4	2.5
Teacher education programs provide the necessary training that new teachers need in the classroom.	6.8	52.6	32.4	8.3
Alternative certification programs provide the necessary training that new teachers need in the classroom.	2.5	32.7	48.3	16.5
I would feel comfortable hiring teachers with alternative certification at my school.	11.3	44.3	31.7	12.7
I would feel comfortable hiring teachers who came from other professions.	13.9	51.6	27.6	6.8
In general, uncertified teachers are less effective than certified teachers are.	30.1	36.4	25.8	7.7

Question 31

When you bring a teacher candidate to your school for an interview, how much importance do you place on the following?

Criterion	Very important		Somewhat important		Not important
	5	4	3	2	1
Demonstration lesson	10.8	11.7	36.2	19.1	22.2
Communication abilities	71.4	23.8	4.6	0.1	0.1
Academic achievements	13.5	27.5	52.3	5.1	1.7
One-on-one interview	59.4	23.0	13.1	2.2	2.3
Interview with a group of teachers/administrators	45.8	23.6	20.7	4.9	4.9
Collaborative experience	17.5	27.1	44.5	7.7	3.3
Quality of teacher education program from which candidate graduated	13.6	21.4	46.4	12.2	6.4
Quality of undergraduate program from which candidate graduated	11.7	20.3	48.3	12.9	6.8
Letters of recommendation	20.4	24.7	41.0	9.7	4.2
Teaching experience	34.8	33.0	27.7	2.8	1.7
Undergraduate major	24.6	24.7	40.3	6.9	3.6
Undergraduate grades	9.5	22.1	54.3	9.7	4.4
Teacher education grades	13.0	26.2	46.4	9.6	4.9
Resume	20.9	31.3	41.9	4.3	1.6
Portfolio	20.2	28.3	39.8	7.3	4.4

Question 32

To what extent are the following barriers to hiring good teachers at your school?

Barrier	Very much 5	4	Somewhat 3	2	Not at all 1
Not enough qualified people apply.	36.3	16.9	34.9	6.4	5.6
Cannot meet salary demands.	27.2	17.2	29.7	13.1	12.7
Other districts pay more.	30.6	15.8	26.5	13.1	14.0
Best applicants have better offers outside K-12 education.	29.5	19.8	30.9	10.9	8.8
Our school is in a less than desirable location.	7.1	6.6	21.1	14.9	50.2
Our school is in such disrepair that it discourages applicants.	1.3	2.4	9.2	11.6	75.5
Cannot give enough salary credit for prior experience.	12.1	9.7	28.1	17.5	32.6
Teachers want jobs where student test scores are higher.	3.6	4.1	17.8	18.8	55.6
Teachers want jobs where family socioeconomic status is higher.	6.3	7.8	26.1	18.6	41.1

Question 33

To what extent are the following statements true?

Statement	Always true 5	4	Sometimes true 3	2	Never true 1
New Teachers					
Beginning teachers at my school go through a formal system for induction.	49.8	15.1	22.6	7.3	5.1
Beginning teachers at my school are mentored by more experienced teachers.	63.0	14.6	16.8	3.5	2.0
I observe the instructional practices of new teachers at least once a month.	26.9	18.7	37.7	9.8	6.8
I provide feedback on new teacher's instructional practices.	54.0	22.7	19.8	2.8	0.8
All Teachers					
I ask teachers to observe each other and provide feedback on instruction on a regular basis.	8.7	9.0	37.3	20.2	24.8
Teachers use standardized tests and other assessment tools to analyze student achievement.	26.4	24.8	37.3	7.8	3.8
Teachers know the state curriculum standards and align their classroom curricular practices to meet them.	37.3	30.3	27.6	3.7	1.2

Question 34

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Teachers need to have more opportunity to increase their roles and responsibilities within the school.	30.8	57.7	10.3	1.2
Top level teachers should be given time during the normal workday to actively participate in teacher evaluations.	25.5	41.3	23.5	9.8
Top level teachers should be given time during the normal workday to actively participate in curriculum development.	44.4	47.4	7.1	1.1
Teachers should have a career path with different levels of roles and responsibilities attached to different compensation.	35.6	46.4	13.7	4.3

Question 35

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Performance-based compensation programs encourage competition rather than collaboration among teachers.	25.8	49.3	18.6	6.2
There is no clear definition of what constitutes a "good teacher" so determining pay based upon being a "good teacher" is problematic.	13.2	20.6	41.1	25.1
Using standardized student test scores is an effective way to measure some essential aspects of student achievement.	12.9	52.0	23.5	11.6
Performance-based compensation discourages teachers from teaching "at-risk" or low-SES students.	5.8	19.4	45.2	29.6
Performance-based compensation has more to do with being well liked than teaching well.	19.2	37.8	35.4	7.5
Most schools cannot afford to implement a performance-based compensation system.	5.6	18.8	41.8	33.8
Performance-based compensation encourages teachers to work harder to get more pay.	11.9	50.2	29.8	8.1
Performance-based compensation provides extra pay that is sufficient for the extra work required.	5.6	35.3	44.0	15.0
I support implementing a performance-based compensation system at my school.	10.7	32.1	30.0	27.2
More effective teachers should be paid more.	43.8	42.4	9.7	4.1
Teachers who could get high paying jobs in the private sector should get paid more as teachers.	18.2	29.8	32.4	19.6
Most teachers in my school would support a performance-based compensation system.	3.3	18.0	44.1	34.6
Most teachers in my school prefer the current step and column salary schedule to performance-based compensation.	2.9	14.7	47.6	34.7

Question 36

How much agreement do you think there is among the *faculty* regarding who are the most effective teachers at your school?

75-100%	50-74%	25-49%	0-24%
28.7	56.8	11.7	2.8

Question 37

How much agreement do you think there is among *parents* regarding who are the most effective teachers at your school?

75-100%	50-74%	25-49%	0-24%
25.2	53.4	18.2	3.2

Question 38

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Teaching in my school is evaluated based on defined teaching standards and a clear rubric to score those standards.	18.0	48.6	25.4	8.0
My teachers routinely use their teacher evaluation results and feedback to improve their teaching.	10.7	60.5	24.1	4.7
My school uses school-wide achievement test data (e.g., SAT 9) as part of the teacher evaluation process.	4.8	14.2	31.3	49.7
My school has created pre- and post-test benchmark assessments and uses student performance on these assessments as part of the teacher evaluation process.	4.4	15.4	28.2	52.0
Teachers in my school believe it is appropriate to be held accountable for student achievement.	9.2	45.8	31.9	13.1
Publishing of test scores is an effective way to hold schools accountable for student achievement.	7.0	31.0	32.5	29.5
As the principal, I can evaluate effectiveness of teachers accurately.	33.1	59.1	7.0	0.8
There is no way of measuring the impact of a specific teacher on student learning.	3.4	17.6	40.2	38.8

Question 39

To what extent is each form of evidence used in the teacher evaluation process at your school?

Criterion	Always used 5	4	Somewhat used 3	2	Not used 1
Observation of classroom lessons	88.8	7.6	3.4	0.2	0.0
Examination of student achievement on standardized tests	9.6	13.5	33.7	15.0	28.1
Examination of teachers' written lesson/unit plans	34.0	21.5	32.5	7.8	4.2
Examination of teacher assessments, assignments, and tasks	26.6	24.8	37.5	7.7	3.5
Evidence of participation in professional organizations	8.4	9.9	33.3	20.2	28.2
Evidence of mentoring other teachers	5.8	11.5	35.7	19.3	27.6
Involvement in leading professional development activities	9.6	16.4	40.5	15.9	17.7
Involvement in developing curriculum	11.4	21.5	43.6	11.4	12.1
Team teaching and planning	6.8	14.0	38.3	18.0	22.8
Involvement in after school and/or district programs	9.2	16.4	40.1	15.1	19.2
Involvement in evaluating other teachers	1.2	2.6	11.5	14.2	70.6
Evidence of professional activities outside the school	7.3	10.8	37.2	17.3	27.4

Question 40

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Teachers in my school share what they learn with each other.	28.3	64.1	6.8	0.7
Teachers in my school work together to accomplish tasks related to teaching.	31.8	60.1	7.5	0.5
In my school, teachers with more experience have more knowledge about curriculum, assessment, and instruction.	18.4	50.5	27.5	3.6
Teachers in my school rarely work together on tasks related to teaching.	49.3	37.7	11.4	1.6
When teachers and administrators in a school work collaboratively, student achievement improves.	72.8	26.2	0.9	0.0
Teachers are the most important school-related influence on student achievement.	77.9	21.0	1.1	0.1
Teachers in my school seek out new information about curriculum, assessment, and instruction.	24.9	65.5	8.8	0.8
Teachers who implement new strategies in their classroom are better teachers.	36.5	55.9	7.2	0.5
Teachers rarely seek help and ideas from one another.	37.5	46.2	14.8	1.6
Our school has adequate professional resource materials to support teacher learning and improvement.	16.4	46.1	29.7	7.7
Teachers in my school mentor colleagues as part of a systematic program.	27.6	41.2	20.1	11.1
The best teachers at my school model demonstration lessons for other teachers.	10.6	38.4	33.6	17.4
Teachers should have time to complete most of their professional responsibilities during the regular workday and not have to work at night and on weekends.	25.4	33.9	28.8	11.9
I would be willing to restructure my school schedule to provide time for teachers to participate in school-site professional development.	46.9	44.5	7.3	1.4
As a rule, my professional development experiences have been very useful for my role as principal.	31.2	52.0	14.5	2.3

Question 41

To what extent do you agree with the following statements?

Statement	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
My school has often been a place where education reform measures are adopted.	26.1	55.7	15.2	3.0
Teachers at my school are receptive to new ideas and techniques regarding teaching and school structure.	19.5	62.1	16.2	2.1
In general, teacher associations are resistant toward education reform efforts.	13.4	38.4	38.3	9.8

Question 42

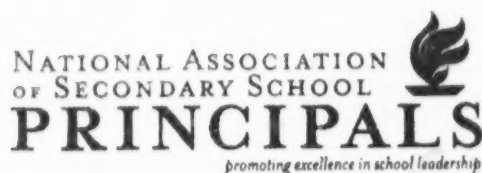
How would you grade the overall quality of education that students *at your school* are receiving?

A	B	C	D	F
27.3	62.7	9.6	0.4	0.0

Question 43

To what extent do you feel that standardized test scores accurately represent the academic achievement of students in your school?

Very accurate	Somewhat accurate	Somewhat inaccurate	Inaccurate
6.6	63.7	22.7	6.9



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